

Strong in the strength of the Lord  
we who fight in the people's cause  
will never stop until that cause is won

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OWI POSTER No. 8

*The American Teacher*

JANUARY, 1943

## DID YOU Know That?

W. D. WAGNER, member of the Union at Anaconda, Mont., is secretary of the Anaconda Central Labor Council.

LOCAL 252, Milwaukee, Wis., gave a recognition dinner for their first meeting of the year, in honor of Howard Aker, Lillian Jones, Fred Krahn, Noah Shapiro, Mrs. Meta Berger and all charter members of the Union.

VIRGIL CRAMER, member of Local 250, graduated from the House of Representatives to the Ohio Senate.

LOCAL 411, Newark O., sent a letter to each member of the school board, requesting that body to consider a salary schedule for the clerks in the junior and senior high schools.

ALAIN LOCKE, member of the Howard University Local, Washington, D. C., was special editor of "Color—Unfinished Business of Democracy," a special issue of *Survey Graphic* magazine, which recently went into its second printing.

ETTA BACK, president of the Pueblo, Colo. Local, will serve on the Advisory Committee of Cooperatives of the NEA. She is also chairman of vocational education of the local Women's Federated Clubs and a delegate to the Trades and Labor Assembly.

INDEPENDENCE HALL, Philadelphia, was formerly Carpenters Hall. On February 3, 1768, the Carpenters Union purchased the land on which Independence Hall now stands. The building was erected in 1770 and the Carpenters Union held the first meeting in it on January 21, 1771. When the first Continental Congress was unable to obtain a satisfactory meeting place, the Carpenters Union unanimously placed the Carpenters Hall at their disposal.

In the present House of Representatives there are only 103 northern Democrats.

## TEACHERS UNION IN ACTION

**652** LA CROSSE, WIS.—City employees including firemen, policemen, and teachers were voted an increase of one hundred dollars in salaries, effective January 1, 1943. The important thing to keep in mind is that this is not a bonus but an increase in salaries and will continue each year without being voted upon until such time as the greater evaluation of the dollar will warrant the removal of the increase. However, there is the possibility of greater inflation after the war than that which exists at the present time.

Much credit for the procurement of this increase must be given to the splendid backing by Mr. George Hall, AFL organizer for La Crosse. For better than two hours Mr. Hall spoke in behalf of the policemen, firemen and teachers at a meeting of the City Council. In answer to questions regarding teachers' salaries, Mr. Hall quoted from experience on a school board saying that the school was continually losing its teachers because they were not being paid enough and were offered better salaries elsewhere. Mr. Hall reminded the council that the teaching situation in Wisconsin is critical. He also stated that the delegates to the national convention of the American Federation of Labor were instructed to have their locals work for salary increases.

Mr. Hall also presented the subject of salary increases before the Trades and Labor Council and urged each representative to have its local support the matter of teachers' salary increases.

The Local reports a continual increase in membership. Another one of the Union's popular Sunday night supper meetings was held in November at the home of one of its very active members, Hazel Josten.

\* \* \*

**517** CICERO, ILL.—Six members of the Union are working on a survey of the need for nursery schools in Cicero. Lorraine Davis is temporary chairman of the committee. Adela Adamec is chairman of the housing section. The other four members are: Albert Masek, Martha Peterson, Evelyn Hansel and Evelyn Silha.

Marian Partridge met with them as the representative of the execu-

tive council of the Local. At a recent meeting, the committee met with ten representatives of other civic organizations. Two representatives from the WPA Nursery School Project were present. They are working under the direction of the Office of Civilian Defense, and in cooperation with Mary Murphy of the McCormick fund.

\* \* \*

**502** ANACONDA, MONT.—Realizing the growing need for accurate knowledge about the labor movement, the Teachers Union has recently subscribed to the *Treasure State Labor Journal*, official Montana AFL publication. The Local is very active in labor circles, as is evidenced by the fact that the Central Labor Council chose a member of the AFT, Jane Burke, as council delegate to the Great Falls convention of the Montana State Federation of Labor last August.

\* \* \*

**252** MILWAUKEE, WIS.—Otto W. Trentlage, president of the AFT, opposed the request of the Wisconsin Hotel Association and the Wisconsin Restaurant Association that they be permitted to use 15 and 16 year old boys and 16 year old girls in hotel and restaurant jobs. He said, moreover, that the experience in lowering child labor laws to permit employment of 17 and 18 year old boys as pinsetters in bowling alleys had increased juvenile delinquency. Spokesmen for labor organizations, women's clubs, the police, schools, social agencies and the churches were among the two hundred persons attending the hearing.

A round table discussion on "The Unique Function of the Union" was held following the regular meeting of the Union on December 9. The speakers included Flora Menzel, Howland Paddock, newly-elected president of the State AFT, J. F. Friedrich, Central Trades Organizer, and Robert Pickin, Vocational School Local.

The Local feels that it is entitled to credit for success in one of its policies. The minimum pay for substitutes has been raised to \$6.00 per day with an additional 50 cents per day bonus after January 1, 1943.

(Continued on page 25)

# The American Teacher

Published by  
The American Federation of Teachers

AFFILIATED WITH THE  
AMERICAN FEDERATION OF LABOR

GEORGE T. GUERNSEY, Editor

Editorial Board: Helen Taggart, Chairman; Arthur Elder; J. C. Harger; and Irvin R. Kuenzli.

January, 1943

Volume XXVII

No. 4

COVER, OWI Poster No. 8

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Entered as second-class matter Oct. 15, 1942, at the postoffice at Mount Morris, Ill., under the Act of August 24, 1912. Acceptance for mailing at special rate of postage provided for in Section 1103, Act of February 28, 1925, authorized November 3, 1926.

SUBSCRIPTION: \$2.50 for the year—Foreign \$2.60—Single copies 35c. Published monthly except June, July, August and September at 404 N. Wesley Ave., Mount Morris, Ill. Editorial and Executive Offices, 506 S. Wabash Ave., Chicago, Ill. Subscribers are requested to give prompt notice of change of address. Remittance should be made in postal or express money orders, draft, stamps or check.



PRINTED IN U.S.A.

JANUARY, 1943

## AFT Executive Council Condemns NAM's Attempt to Capture Schools

At the mid-year meeting of the Executive Council of AFT in Chicago, December 28-30, the Council charged that "the National Association of Manufacturers is attempting to capture the agencies of education for the purpose of using them in the service of its special interests." A full report of the meeting will appear in the February issue of the AMERICAN TEACHER. The resolution in full follows:

"During the nineteen-twenties the power companies launched a carefully prepared and well-financed campaign to mold the mind of the American people in support of their special interests. By more or less concealed methods they penetrated the various agencies of education and opinion, including the public schools, colleges and universities. They sought to influence the content of textbooks, the courses of study, and the thought of teachers. This conspiracy against the American people, for such it was, was finally and fully exposed by an exhaustive inquiry by the Federal Trade Commission.

"Evidence is accumulating that their discredited pattern of behavior is now being repeated, in whole or in part, by another powerful business group. The National Association of Manufacturers is seeking to capture the agencies of education for the purpose of using them in the service of its special interests. It is preparing materials to be used in the schools—books, pamphlets, bibliographies and even moving pictures—all to be furnished to the educational authorities without cost. It has even sought, already apparently with very considerable success, to form an alliance with teachers and certain teachers' organizations not altogether familiar with the facts of life. In return, contrary to its well-established tradition, it seemingly has offered to support the public schools.

"The American Federation of Teachers unqualifiedly condemns this second effort within a single generation on the part of organized business to shape the program of the schools and then to impose its peculiar pattern of thought on the young of America."

## John L. Childs Named to AFL Post-War Planning Committee

President William Green of the American Federation of Labor recently appointed a Post-War Planning Committee of nine members, including AFT member John L. Childs, and directed it to

begin immediate preparation of a program.

Other members of the Committee named by President Green were Matthew Woll, vice-president of the American Federation of Labor, chairman of the committee; David Dubinsky, president of the International Ladies' Garment Workers Union; Agnes Nestor, director of Research and Education of the International Glove Workers Union; Harvey Brown, president of the International Association of Machinists; George M. Harrison, president of the Brotherhood of Railway Clerks; Richard Gray, secretary of the International Union of Bricklayers, Masons and Plasterers; Reuben Soderstrom, president of the Illinois State Federation of Labor, and Milton P. Webster, vice-president of the Brotherhood of Sleeping Car Porters.

#### **Courts Reseat Labor Member Ousted from Kenosha School Board**

Organized labor won a historic victory December 8 when, by unanimous decision, the Wisconsin Supreme Court overruled Circuit Judge A. C. Hoppman's ouster of Edward Weston and Edward N. Rice from the Kenosha Board of Education last June because they are union members.

In killing the lower court decision, the Su-

preme Court ruled that elective officials may be removed only by recall in absence of a statute declaring the offices to be forfeited by reason of misconduct in office. Although the high court based its decision only on this point of law, it also said:

"It is perfectly clear that if the respondents failed at all times to exercise their own individual judgment and discretion in performance of their duties, the remedy was political and not judicial."

Hoppman's ouster of the two unionists was based on a suit brought by Marrian J. Brister, who charged that Weston and Rice could not exercise their own judgment because they had promised to abide by the principles of the labor movement and the Kenosha Union League as well as obey the constitution.

The real reason for the ouster of the two school board members became apparent in July when the reorganized school board voted 4 to 2 to repeal the rules protecting teachers' tenure.

Rice took his seat at a meeting of the board the day after the decision. Weston's term expired June 30 during the litigation, but *Kenosha Labor* expects the voters to return him to the board in next spring's elections.

## **TEACHERS MUST ORGANIZE**

(Reprinted from *Bulletin* of the Teachers Union of Indianapolis, November, 1942.)

Rank and file teachers should participate more in the affairs of educational organizations. When a teacher gives his attention only to teaching he is like an oarsman who puts all of his efforts into wielding his oars without thought of guiding the boat. Too few teachers apportion any appreciable amount of their time, effort, or financial support to the tremendously important task of guiding the course of education as a whole.

Teachers neglect to build lighthouses to safeguard the profession. Many do not seem to feel the importance of throwing out a life line to a nearby sinking ship elsewhere in the state or nation, never realizing that the ship is a part of their own convoy and that tomorrow it may be their own ship that is in trouble.

The American Federation of Teachers, at its convention in August, adopted a resolution calling for a minimum salary of \$1500 for every teacher in the nation. The AFL, at its recent convention in Toronto, endorsed the same minimum. This goal could have been reached long ago if teachers had been properly organized and conscious of their obligation to the entire profession. Postal clerks have for years had a minimum of \$1700.

Over-complacency in regard to the present status of educational standards and teaching conditions at home and elsewhere is an extremely shortsighted and unworthy attitude. The inadequacies of educational opportunity in many places throughout the nation reflect direct shame upon all teachers, for theirs is the first responsibility for extending education.

Not only must teachers assume responsibility for the welfare of education by organization, but they must be practical about it. For many years organized labor groups have supported public education through resolution and active participation. Yet they have received but little appreciation from the teaching profession. From all standpoints, unaffiliated teachers' groups are relatively ineffective. Alone they are at the mercy of special moneyed interests which disregard the effect of educational retrenchment upon the future welfare of young people.

Affiliation with organized labor is a practical necessity. It lays the ground work for a close working basis with the only genuine and inherent friend which public education has that is well enough organized to wield substantial influence. Isolation and complacency are much in discredit today. Not only does this apply to international affairs, but it is equally applicable to education.

J. P. LAHR, president, Indianapolis AFT

# Toledo Wins Full Restoration

By ALICE BREMFOERDER

THE Toledo Federation of Teachers has been instrumental in averting a drastic pay cut and securing instead a 38 week school term with full salary payment beginning January 1, 1943. It worked in close collaboration with all the educational groups, whether organized or not. The action was ably supported by a Citizens' Committee composed of outstanding people. The information regarding the legality in granting salary and wage increases under the present Wage Stabilization Law advanced by the national office of the American Federation of Teachers and by Selma Borchardt, vice-president and legislative representative of the AFT, in Washington, played no small part in convincing the Board of Education that it was right to undertake the action it did. As always, the Toledo Central Labor Union was on the job lending its assistance.

The victory, however, is a moral one and represents the winning of a principle. Due to the failure of the school levy last fall, there is actually no more money available than there was previous to the action of the school board to lengthen the school term and pay full salaries. The action of the school board really amounts to paying teachers and school employees in full until funds are used up. The length of the school term for 1943-44 is an unknown quantity and is entirely dependent upon the amount of money which can be made available for school purposes. The Toledo group has already taken steps to see to it that money for a 38 week school term at full pay will be available for the following term. Delayed pay checks are still a possibility for the present term because funds will not be available in time for all pay checks during the spring. It is hoped that this situation can be improved upon by borrowing ahead on state aid. The Finance Committee will press the Board of Education to petition for advancement of those funds.

In regard to raising funds for a full school term next year, the Citizens' Committee previously mentioned has indicated it will head up such a movement. Right now Local 250 is actively engaged in securing increased state aid

for the schools, and along with all the other Ohio locals has contacted the members of the Ohio School Survey Commission which is now writing a new school bill. Local 250, in accordance with the program for state aid outlined by the Ohio Federation of Teachers, urged them to include the following four points in the bill:

1. The elimination of existing differential in state aid between elementary and secondary schools.
2. A flat grant of 25.5 cents per pupil per day for both elementary and secondary schools.
3. Distribution of state aid on a basis of accumulative enrollment rather than on average daily attendance.
4. Economy in administration through the consolidation of all schools outside cities and exempted villages under a single county board.

The Legislative Committee during the autumn election secured statements from all candidates running for the state legislature concerning their stand on increasing the amount of money which is appropriated from the State Foundation Program for the schools and on giving as much money for every elementary pupil as for every pupil in high school. All the elected members committed themselves favorably, and the Legislative Committee is now canvassing them.

## Contributors to This Issue

ALICE BREMFOERDER is secretary of the Toledo, O., Local. JOHN M. FEWKES is national president of AFT. MURRAY GOLDBERG is editor of the *Guild Teacher*, official organ of the New York Teachers Guild. ALICE HANSON, member of Local 3, is chairman of the national Academic Freedom Committee. MARY HERRICK is publicity chairman of the Chicago AFT and a former national vice-president. IRVIN R. KUENZLI is national secretary-treasurer. J. P. LAHR is president of the Indianapolis, Ind., Local. JOSEPH LANDIS is president of the Cleveland, O., Local and national vice-president. MARY MCGOUGH is a national vice-president. HAZEL MURRAY is secretary of the Cleveland, O., Local and editor of the *Cleveland Union Teacher*. MERCEDES NELSON is chairman of the Tenure Committee of Local 59, Minneapolis, Minn., and former national vice-president. E. DUDLEY PARSONS, JR. is president of Local 238, Minneapolis. RANDOLPH E. PAUL is General Counsel for the Department of the Treasury.

## **Minneapolis AFT Prevents Decrease in Final 1942 Salary Payment**

*"RULING: The proposed salary adjustment is subject to the authority of the War Labor Board . . ."*

With these words the WLB took jurisdiction over the case of 2,000 Minneapolis teachers threatened with a *decrease* in the final installment of their 1942 salaries. This case established precedent because it was the first case involving a threatened decrease to come before the WLB regional office in Chicago, the first case involving teachers, and it is believed to be the first case involving professional employees represented by a union.

For ten years there developed upon the educational loom in Minneapolis the pattern familiar in many school systems throughout the United States—declining school revenues and salary cuts imposed upon teachers to balance the budget. Each Minneapolis teacher lost approximately one year's salary during this period.

During the fall and winter of 1941-42, however, agitation for a realistic approach to the perennial salary problem—on the basis that the economic problem of teachers endangers school morale and educational standards—became so heated that the school board voted to pay full salaries beginning January 1, 1942. Following this action, five of the ten installments that make up the annual salary of Minneapolis teachers were paid in full, but the June installment was summarily reduced by 25 per cent. Full salary payments were resumed at the beginning of the new school year, but a similar 25 per cent cut was threatened for the final salary installment in December. Minneapolis teachers again faced the uncertainty that develops out of the shifting financial policies of the Board of Education.

Just at this critical time, James F. Byrnes assumed the office of Economic Stabilization Director and issued his Salary Stabilization Regulations. Within a few days after the publication of this document, the Minneapolis Federation of Men Teachers, Local 238, with the tacit support of the companion women teachers, Local 59, wrote Mr. Byrnes requesting a ruling on two

issues: (1) Did the order intend to protect the full annual salary of employees from decreases like those in Minneapolis? (2) Did the War Labor Board, or did the Treasury Department have jurisdiction over the case?

The original letter to Mr. Byrnes was referred to the WLB, and through them to the Wages and Hours Division. From the Minneapolis office of this agency, a formal application for a ruling on the two questions stated above was referred to the regional office of the WLB in Chicago. Because the implications of this case were nation-wide in their possible effect, Irvin R. Kuenzli, national secretary-treasurer, and the attorney for the AFT assisted in explaining the circumstances to WLB officials.

The regional office followed the procedure prescribed for handling such cases and wrote a letter to the Minneapolis Board of Education stating that a complaint had been entered against the Board involving a possible violation of the Salary Stabilization Act. The Board of Education was requested to answer, stating the facts. The Minneapolis Superintendent replied by telegram after the Board of Education had voted to pay the December salary installment in full.

To date, the War Labor Board has not ruled on the first question—that of protecting the full annual salary of employees against decreases. However, at its regular meeting on December 29, the Minneapolis Board of Education voted to restore to its employees the 2½ per cent of their annual salary, still due them for the fiscal year just ending.

As this article goes to press, the War Labor Board has just decided that it has no control over wages and salaries of state, county and municipal employees. At this time it is impossible to state what effect this may have, but a joint statement by the WLB and the Commissioner of Internal Revenue advises local agencies that " . . . congress . . . clearly intended that all employers and employees would be covered by the national stabilization policy, and (therefore) the duty of public employers to conform to that policy is . . . plain . . . ."

See Editor's Note at end of this article for AFT's position on powers of WLB in municipal salary raises.

The statement further requests local agencies "... to take up the matter (of salary adjustments, except those made to correct maladjustments, inequalities or gross inequities) with the joint committee on salaries and wages. . . . This committee has been authorized to advise state and local agencies whether the particular adjustments are in accordance with the national stabilization policy. . . ."

E. DUDLEY PARSONS, JR.

## Editor's Note

Since this article was written, the National War Labor Board unanimously ruled as follows: "After careful consideration for all the matters presented to the National War Labor Board at and in connection with the public hearing of December 9, 1942, the Board finds that it has no power under Executive Order No. 9017 to issue any direct order or regulation in these disputes, governing the conduct of state or municipal agencies involved."

During the time the municipal cases were being considered, a brief was filed with the Board on behalf of the American Federation of Teachers by Selma Borchardt, legislative representative. The brief emphasized the following points: (1) that the AFT believes that education is a state function, and that it should so remain; (2) that the federal government has a right and duty to make available to the states for their citizens such funds and means as may enable the states to aid their citizens; (3) that the federal government has the legal right and moral duty to make available to the several states such data as will guide the states in furthering the best interests of the people, and particularly to promote the war effort (The place of education in promoting the war effort was noted in this connection.); (4) that the AFT, a group of professionally trained public servants entrusted to teach respect for law, would regret the enactment of any law or announcement of dicta pertaining to the administration thereto which could not on its face be enforced (It was further pointed out that the federal government could not order states or municipalities to increase their tax levies in order to raise the necessary moneys with which to pay state or municipal employees.); (5) that the War Labor Board has the legal right and the moral duty to make available data which would in turn create a public opinion from which would emanate the desire on the part of the state or the local community to pay proper wages to maintain the schools and further, if necessary, to submit these data to the federal congress, in pointing out the need for federal aid to enable the states in certain instances, to maintain proper wage levels.

All AFT officers have received from the national office Washington Letter Number 5, which deals in full with this problem. Anyone wishing further information is urged to write to Selma Borchardt, 1741 Park Road, N. W., Washington, D. C.

## Ohio AFT Appears Before School Commission

WE APPEAR before you in behalf of an organization representing more than one-tenth of the teachers of Ohio. We recognize that you are deeply concerned in the financial problems involved in preserving the educational system of Ohio. You are to be commended for the interest thus far shown in consolidating and centralizing the rural schools of Ohio. This program the Ohio Federation of Teachers heartily endorses. To the extent that such consolidations are effected, broader and more enriched curricula will be offered and more efficient administration will result, leading to a great saving in funds expended by the state in those areas. Such economies will be available for state-wide distribution and will to a degree provide more adequate state funds for the ensuing year.

The Ohio Federation of Teachers is deeply concerned in sound state financing of our public school system. We are not interested in temporary remedies that will merely ease the situation momentarily. As a Commission, you may argue that the remedy for our schools rests with the communities themselves, in that they have within their power the passage of special levies outside the 10-mill limitation. To this we reply that the attacks of the realty groups, chambers of commerce and anti-tax leagues have been so effective and insistent in Ohio in the past few years that, as you know, the passage of such levies has become almost impossible. Cleveland was able to pass a 4-mill levy in November by but 37 votes. Toledo has not passed a single levy or bond issue since the early days of the depression, and her schools now face almost complete collapse. The legislature does have taxing power independent of the approval of the voters. Schools dare not be permitted to close because of a lack of funds. Such curtailment of education would mean burdening this state with a group of occupational and industrial incompetents at a time when the demands of war require that more competent and more adequate training be offered. We appeal to you in the name of patriotism to save Ohio schools so that we may turn out better

This statement was presented to the School Survey Commission of Ohio by the Ohio State AFT, and received favorable publicity.

trained youth, better equipped to take their place in the troubled world of today.

We therefore advocate payment of state funds on the basis of total enrollment rather than on the basis of average daily attendance. Heating costs, lighting costs, general maintenance and educational costs remain fixed for the year. Under present Ohio law, an epidemic, resulting in lowered attendance, immediately reduces the amount of state funds, although the costs within the system remain static. This places an additional burden on local communities and relieves the state of further responsibility. No board of education can budget effectively so long as its state revenue is subject to the fluctuating of illness, unusual war time demands upon students and other causes. Therefore, we advocate a static state grant rather than the present variable one. This, of course, will increase the state allocations in each area by the present percentage of absence therein.

We also advocate increasing the foundation grants to a fixed sum of 25.5 cents per pupil per day, instead of the present graduated system of 17 cents for elementary pupils and 25.5 cents for high school students. This proposal may be regarded as too expensive to warrant enactment into law, but we point out that the schools of Ohio must be saved financially, that the responsibility therefore must rest with the legislature in view of the evidenced apathy on the part of local communities. To the question, "Where shall the funds come from?" we call attention to the \$30,000,000 state surplus now existent as attested by our governor in his campaign speeches. We believe that the building up of huge reserves comparable to those of a bank or savings and loan corporation is not the proper function of the state, and that state funds received from state taxes should be used for the benefit of the citizens of the state and should not be carried over as surplus for future manipulation. In conclusion, we emphasize again that we join with you in earnestly desiring to effect legislative reforms that will lead to adequate financing of our Ohio schools. We share with you in believing that education is democracy's first line of defense, and that the legislature must act.

We make these specific recommendations because the Ohio Education Association has thus far evidenced no intent of making any request for legislative changes that will really solve

the financial problems of our Ohio schools. In making this statement concerning the Ohio Education Association's contemplated program, I speak as a member of the Ohio Education Association. We believe that the program we have just advanced will permanently solve the financial problems confronting our Ohio schools and enable the youth of Ohio to take their rightful place in this war time age, fully equipped to contribute to the success of our war effort and the building of the peace to follow.

JOSEPH LANDIS

## Three **TENURE** Cases **Minneapolis**

**T**HE **TENURE** fight in the Minneapolis schools is but one of the consequences of a wide-spread program of curtailment instituted by the Superintendent in an attempt to balance an inadequate budget. Although he had created the term "surplus teacher" a semester previous, it was early summer before he discharged six tenure teachers on the charges of "lack of pupils." Locals 59 and 238 employed counsel and arranged for the defense of these teachers. All those dismissed are now reinstated or have been asked to return; three are back in regular positions, one was reinstated before being granted military leave, and the other two, teaching elsewhere, have been asked to come back. The defense committee is not satisfied, however, with mere reinstatement, but hopes through the appeal now pending in district court, to establish illegality in the dismissals.

Last June the Board of Education, upon the Superintendent's recommendation, dismissed 29 "probationary teachers." Two of this group at once filed mandamus proceedings, forcing the Board to show why it had not given credit for terms of long-call substitute work. Tenure status was immediately granted without even any argument in court, but no reason was given for the inaccuracy in the classification of these teachers.

The action granting tenure was followed soon after by suspension of the two men on the charges of "lack of pupils." These charges were made against only those two who had dared to demand their rights under the law of the state—one a teacher of science and the other a

teacher of physical education.

During the hearings, the counsel for the defense argued that there could be "no lack of pupils" without closing of position and inasmuch as the position had already been filed, the charges were groundless. The Superintendent, in reply, stated that there were surplus teachers in the system who had greater seniority and were therefore entitled to the assignments. The principle of seniority, first introduced by the Superintendent, became an important factor in the case. The defense countered with the fact that some teachers of the subjects of those dismissed, and with fewer years of experience, were still retained. At a subsequent meeting of the Board of Education, four such teachers were discharged.

In the hearings which concluded in August, the attorney argued that an increase in enrollment might be anticipated because of the influx of defense workers, and that any computing of pupil-teacher ratio might better be deferred until fall. It seemed safe to predict that all teachers would be needed. Counsel also prophesied that there would be a large number of leaves of absence for defense jobs as well as military service. The Superintendent denied any such contention and late in August sent a letter to every employee of the Board of Education urging him to retire or to take a leave of absence. Many teachers, janitors and clerks, disheartened and disgusted with the school situation—the confusion, the low morale and the uncertainty of salary payments—complied with the Superintendent's request.

School opened on September 14 with a large number of substitutes, of whom many were on long-call assignment. In some schools, pupils were sent home because there were no teachers.

Thirteen of these long-call substitutes were in the secondary school academic fields in which the dismissed tenure teachers were qualified—this, despite the accepted ruling that a teacher whose services are terminated because of lack of pupils, shall receive first consideration for another position for which he is qualified. When the Superintendent's attention was called to this procedure, he issued a blanket order to release the substitutes, only to rescind the order the next day.

Following further conversations between Union counsel and the administration, and as late as the third week of school, the Superintendent ordered a new pupil-teacher ratio of 29 in the high

schools as computed by the North Central Association. This created "surplus" tenure teachers to replace the substitutes. Then followed several transfers of teachers from building to building and from subject to subject, in an attempt to fill vacancies caused by leaves of absence.

The shortage finally became acute and made necessary the reinstatement of the teachers who had been fired for "lack of pupils." They are now in their former positions at their former salaries.

On the surface, it would seem like a complete victory. Through the efforts of the Union, the dismissed workers are back on the job. The principle of seniority has been established as stated in the findings of the cases by the Board of Education. The administration was forced to recognize long-call substitute assignments as part of the probationary period. And above all, it demonstrated to the membership and to the teachers of Minneapolis that the American Federation of Teachers is prepared to defend its members in their legal rights and against any form of discrimination, and is able to do so successfully.

In the case now on the winter calendar of the district court, the Federation hopes to establish precedents which will prevent any similar recurrence of dismissals on vague charges of "lack of pupils," and to define definitely a basis for determining years of service and seniority rating. To win that will be victory.

MERCEDES NELSON

### **Hamtramck and Duluth**

In Hamtramck (Detroit, Mich.), teachers who have faced innumerable outrages at the hands of a political board which last year went so far as to offer teachers contracts on payment of \$25 each, this year learned in June that the Board would withhold contracts from 43 teachers. No valid reason was given for the action, and the choices were made irrespective of seniority, efficiency or worth to the school system. As they had done last year, teachers once again resorted to injunction proceedings to invoke the protection of the school code and to restrain the Board from issuing any contracts until a hearing could be held. The hearings served the purpose of bringing out a great deal of information about the illegal conduct of the Board. Teachers returned to school in September without contracts but without salary impairment from last year, and every teacher was back at his post. The Na-

tional Academic Freedom Committee of AFT granted \$350 to this local to enable the teachers to carry on their struggle for enforcement of their school code. The teachers themselves had assessed themselves one per cent of salary.

The Duluth, Minn., AFT is fighting an attempt on the part of the Board to evade the tenure law by so manipulating appointments that teachers with considerable seniority were dismissed "for lack of pupils." Two cases are being

carried to the Supreme Court of the state. Actually, 20 teachers in all were threatened with a similar procedure. The NAFC advanced \$750 to this local union to help meet the heavy expenses of a Supreme Court hearing. The teachers themselves are paying \$18 a year dues and had secured substantial contributions to their defense fund from other teacher organizations throughout the state.

ALICE HANSON

## **LABOR'S Position on Post-War Problems**

By JOHN M. FEWKES

I AM DEEPLY MOVED by this opportunity to speak to the courageous people of Great Britain and the occupied countries of Europe. The millions of men and women who are members of the labor unions of America salute you. Your great courage through the terrible suffering that the Nazi hordes have inflicted upon you has never been excelled in all of history.

Our great president, Franklin D. Roosevelt, has promised that the United States of America will not turn back until the United Nations have completely conquered the minions of Hitler and destroyed forever the power of the Nazis, of the Fascists, and of the imperialistic Japanese ever to inflict again such horror and destruction upon the world. The United States of America will not be content until all of the peoples of the world enjoy the four freedoms—freedom of speech, freedom of worship, freedom from want, and freedom from fear. We will not be content until you who suffer under the iron hand of occupation are freed and take your place side by side with us as we attempt to establish and to maintain a better world for all mankind to enjoy.

Organized labor has declared itself wholeheartedly behind the President in these objectives and has dedicated the total mental, physical, and moral resources of the common people of our nation to the winning of the war and to the establishing of an equitable and a permanent peace.

The mounting successes of our valiant Russian allies around Stalingrad and in the Caucasus, the heartening good fortune attending the African

This speech by President John M. Fewkes was an OWI overseas broadcast on December 27, 1942, arranged by the Labor League for Human Rights.

campaign, and the recent victories in the Pacific give credence to the general belief that the tide of battle is turning against the Axis aggressors. Victory for the Allied Nations will precipitate into the laps of the conquering nations the problems of adjusting the post-war world's complexities and moods. It is not too soon to start establishing definite ideals and objectives and to plan the practical steps assuring attainment of them. Victory may come with startling quickness.

No thinking person wishes to return to the status quo of the pre-war world. The world must be lifted from the savagery of greed, corruption, avarice, and lust for power that caused and permitted this terrible war to afflict the nations. We must strive toward real civilization—the civilization of each individual and of every nation. I do not mean merely a higher standard of living, for very often increased wealth brings untold misery to the ignorant and greater incentive to the greedy and the corrupt. A picture of greater wealth and power held up before the German people deluded them into an attempt to conquer the world.

The society of the world has drawn too closely together to permit a superior race. Elbows are too close together to permit much bowing or scraping between the lordly master and the slave. Individuals and nations, whether we like it or not, are too closely interdependent and our problems too much the same to permit further isolation or egotism. Humanity must become human if we are to attain civilization. Men and nations must realize that we are our brothers' keepers and

that it is our duty, and to our own selfish interest, to see that others have equal rights and privileges.

The American labor movement has for years fought valiantly to establish the brotherhood of mankind. Vice-President Wallace has very aptly described the years ahead as the century of the common man. The common man can no longer be denied. He is arriving at maturity through education and organization. It is well that this is so, for the challenge of the future can only be met by the combined physical, mental, and spiritual resources of every man and every woman in the world. Only free men and women can give themselves and of themselves in the spirit of service that the world needs. Organized labor in America, therefore, subscribes wholeheartedly to the "New Bill of Rights for the World" that was prepared by the National Resources Planning Board of the United States of America and presented to the Congress by President Roosevelt.

The nine points are as follows:

1. *The right to work*, usefully and creatively through the productive years.
2. *The right to fair pay*, adequate to command the necessities and amenities of life in exchange for work, ideas, thrift, and other socially valuable service.
3. *The right to adequate food, clothing, shelter, and medical care.*
4. *The right to security*, with freedom from fear of old age, want, dependency, sickness, unemployment, and accident.
5. *The right to live in a system of free enterprise*, free from compulsory labor, irresponsible private power, arbitrary public authority, and unregulated monopolies.
6. *The right to come and go, to speak or to be silent*, free from the spyings of secret political police.
7. *The right to equality before the law*, with equal access to justice in fact.
8. *The right to education*, for work, for citizenship, and for personal growth and happiness.
9. *The right to rest, recreation, and adventure*; the opportunity to enjoy life and take part in an advancing civilization.

It would seem to us that the peoples of the world might well agree upon these or some such set of social ideals, as the objectives toward which we should all work with unremitting vigor and sincerity. Dr. Robert Maynard Hutchins, president of the University of Chicago, was right in saying that victory cannot save civilization. It can merely prevent its destruction by the Axis hordes. Civilization was well on its way to destruction before the war began. Success in the war will not automatically preserve it. Domi-

nation of the world by England, the United States and Russia is not necessarily identical with civilization. The victory of these powers will give mankind a better chance to be civilized than their defeat. Whether or not mankind will seize that chance depends upon the kind of intellectual, moral and spiritual leadership it has. Civilization is the deliberate pursuit of a common ideal or ideals and it can be attained only through education. Only through education can we formulate, clarify and vitalize the ideals which must animate mankind if any degree of civilization is to be attained. The problems of economic slavery, racial prejudice, or starvation in the midst of plenty, of the purification of politics, of the nature of the peace, and of the organization of the world are all problems which, though they must be eliminated by ideals, must be solved by practicalities.

In the report of the Executive Council of the American Federation of Labor to its 62nd annual convention held in Toronto, Canada in October of this year, the following practical suggestions on post-war reconstruction were set forth:

1. A long armistice in order to give the nations an opportunity to revive their economic institutions under responsible world leadership and in order to allow the evil passions and hatreds engendered by the war an opportunity to be supplanted by a spirit of responsibility for world leadership.
2. The restoration of economic and civilian life in all of the devastated countries. This to involve feeding, clothing, and educating the people of all of the occupied countries and backward areas until they reach the point of self-help.
3. The organized labor movement will oppose military rule after occupation. While it is recognized that the military must prepare the way for the administrators of peace, it does not follow that military officials have the training and the approach of civilian administrators who use the educational methods of democracy to achieve social welfare.
4. When the time comes for the negotiating of practical terms and conditions to prevail in the post-war world, organized labor in the United States and throughout the nations must be fully and adequately represented in the delegation that negotiates the peace treaty. The common people of the world must have a voice if democracy is to be served. Thus, we can be assured that sub-standard labor conditions in any industry or in any country will not be permitted to exist and that all nations are given equal consideration and equal opportunity for progress and the pursuit of happiness.
5. The elimination of proposals to isolate countries,

(Continued on page 31)

# ***Pupil-Teacher Welfare in Wartime***

**National vice-president of AFT discusses impact of war on education over Minneapolis station WLOL.**

**By MARY E. McGOUGH**

**T**HE DEMANDS made by a war-time economy endanger the effectiveness of education at a time when it is most needed. Not only the skills and knowledge necessary for a successful war effort, but also the ideals and methods for constructive community life, must be promoted through education. The war situation imperils this work principally in two ways. Teachers are leaving the schools for the armed forces and for defense industries which pay salaries so much better than those that can be earned in class rooms. Their places will not readily be filled by well-trained newcomers into the field, for the students in teacher training colleges are also being drawn into armed service and defense work. Education must compete with defense industry if it wishes to retain an adequate and competent corps of teachers.

A second threat to effective education lies in the practices that may develop in the name of economy. Because taxes in war-time are necessarily high, attempts to save money wherever possible are only natural. But they must be reasonable, also. A community that can still be quite indulgent with itself in recreation and personal luxuries is not reasonable in its saving if its so-called economy harms the development of its children. And that is what is happening in the increased size of classes, one of the most common devices for saving money. Unfortunately, long before there was a war, there were those who advocated larger classes. The war has just given them an apparent sanction. But the question of large classes should be examined on its own merits, and if it is found to be unsound, it should be condemned by all thoughtful people as an unreasonable attempt at economy.

Those who tolerate large classes sometimes argue that it has been proved by experiment that children learn just as well in a large class as in a small class. When this statement was

first made on the basis of some work done at the university, a committee of teachers called upon the instructor responsible for the experiment and discussed it with him. He explained that he used a class of 50 pupils and two classes of 25 pupils matched in ability with the large class. He had a group of student teachers helping him. They assembled material and graded tests—in short, did all the clerical work. He did only the actual teaching. He taught each class one period a day in one subject. At the close of his experiment, his tests showed that the students in the large class had learned as well as those in the two small classes. He stated that these three classes were his total daily load—and this load was lightened by student-teacher help. He was asked by the visiting committee of teachers if he would consider teaching 50 pupils regularly for five or six periods a day instead of one. He very promptly said he wouldn't be so foolish.

Yet that is the interpretation put upon the experiment by the apologists for large classes, when they consider the public school situation. They claim that a teacher should be able to take a class of 35, 40 or 45 for an entire school day, without assistance or clerical help, and get just as good results as though she were teaching only 25 or 30. Apparently this wizard of a teacher will be just as fresh at the end of five or six periods of work as she was at the beginning of the day so that the children in her later classes will have just as good an opportunity to learn as those in the earlier classes. The element of fatigue is not considered at all.

Another thing that is ignored both in the experiment and in its adaptation to public school situations is what learning is measured when it is stated that children learn just as well in a large class. Not all learning can be measured. One can measure such things as memory work or mechanical processes. But such things as the discovery and development of individual differences, the fostering of right attitudes and habits, the adjustments of pupils to changing situations are not so readily measured. Yet these are just as important in a child's development as any part of his learning experience. The mathematics, the physics and the chemistry our fighting forces learned are an important part of their equipment for war, but so, also, are their beliefs,

their habits and attitudes, their ability to meet and adjust to new situations. Education must concern itself with all the abilities and possibilities of a child, and this is not possible in a crowded classroom. The sort of economy that increases the size of classes is just cheating the children in those classes. It is an unreasonable procedure that will be rejected by any community that considers children an important asset.

Some time ago I was a member of a conference between educators and business men in this area. About 50 Twin City business men participated. They were asked for suggestions and criticisms on the curricula of the schools. It was interesting to note that most of them thought the schools should do more to discover the individual differences of children and to promote their abilities and talents. They spoke of giving pupils chances to explore many types of human experiences and accomplishments as in the field of radio, electricity, science, mechanics, and so forth. Some thought too much attention is given to cultural subjects, such as Latin, art, music, history and sociology. These latter people thought of education only in terms of their own businesses, and wanted pupils trained to step into industry. Other business men saw farther ahead to the time of peace, and pointed out the need of an understanding of history, economics and sociology in a national and international postwar period. This group also appreciated the significance of the fine arts in the all-round development of children for participation in an evolving and progressive civilization.

It was pointed out by the educators that they have long been talking of the value of good guidance programs in the schools for the purpose of helping pupils to discover and make the most of their abilities. Guidance programs, to be successful require a careful personal study of the child from an early age. They cannot be expected to succeed in mass studies of children. The guidance work of the public schools today is confined to the junior and senior high schools, and even at those levels there is not enough of it. Guidance should begin in the elementary school, and continue through the pupil's school life, in classes small enough for the teacher to study the child. The lack of a good guidance program in the schools is not the fault of education but of school finances. This has been a difficulty

in the past. A poor sense of economy may increase this difficulty in the future.

It was also pointed out by the educators attending the Twin City industrial-educational conference that the exploratory type of education desired in such fields as science and shop experiences, had also long been advocated. Here, also, the extent to which this can be done is limited by the amount of money spent for education. This exploratory education is the most expensive type, for it costs so much to set up a class room with the necessary equipment. If this exploring to discover talents and aptitudes is what the public wants for its future citizens, then school budgets must be increased instead of decreased. The cheapest kind of education is the old formal type, the lecture and drill type, in which pupils listen, read or study, recite and at intervals are tested to discover what they have learned. Even in this type, however, the pupils in large classes are handicapped. If there are 40 in the class, a pupil just cannot recite as often as if there were only 30. A teacher must take more time to examine the written work of a class of 40 than she would in the case of a class of 30. So in self-preservation, she collects less written work from the pupil. She doesn't have student-teacher help in marking papers and preparing materials.

An interesting comment was made by one of the Minneapolis business men at the close of the Twin City industrial-educational conference. He said that if he had known as much about the work of the schools a few weeks ago as he did at the close of the conference, he would have voted differently on the millage amendment that was recently defeated.

If the public understands how important children are for the welfare and progress of our country, then it will be anxious to give those children the best training that can be obtained for them. If the public is determined to get the best education obtainable for its children, then it will not go bargain-hunting, in selecting either its teachers or its materials and equipment. In choosing a doctor or a lawyer for our needs we ask first, "Is he good?" In choosing a car or a piece of furniture, we try to get that which best serves our need even though we pinch and save in other directions to make the purchase possible. The same viewpoint is necessary in education. The public will get what it is willing to pay for.

But the amount of money spent for education in the past will not secure the kind of education formerly offered. Rising costs of materials affect school budgets as they do those of people in general. The danger of larger classes and fewer materials with which to work will therefore be increased by the war situation, unless school patrons face the problem intelligently, and determine that the children in school

shall not pay too heavily in lost opportunities. The public must ask itself: "How important are the children in our schools? Do we want them educated to keep our country in a favorable position in world affairs? Can we afford it? Are we indulging ourselves in our personal desires?" And if the answer to the last question is "Yes," then certainly common sense will add: "Then we can afford to educate children."

## **TAXATION and Consumer Spending**

By **RANDOLPH E. PAUL**

The General Counsel of the Department of Treasury discusses the relationship of taxation to inflation before the New York Credit Men's Association on November 5, 1942.

**T**AXATION has a bigger job to perform today than merely to finance the war. It plays a vital role in the battle against inflation. The subject of this talk, "Taxation and Consumer Spending," calls attention to the intimate connection between the tax program and the problem of inflation.

Not that financing the war is not a big job in and of itself—to provide about \$85 billion this fiscal year, and probably even larger sums in later years, is certainly no small task. Whatever funds are needed *will* of course be provided. The American people are insistent that the guns and planes and tanks needed to equip our fighting forces be produced in ever-growing volume.

The acceleration of our war effort confronts us with the most challenging fiscal problem this country has ever faced. That problem focuses on the subject of consumer spending. The *way* we raise the money to finance the war will determine in large part *how much* consumers have to spend and *who* will do the spending. Taxes must be so levied as to cut the total amount of consumer spending to a non-inflationary size, and to distribute that cut among our population fairly and with an eye to preserving incentives and protecting health. That is a large order. We can fill it only through skill and courage in drafting future war taxes.

The Revenue Act of 1942 does only a part of the job. To be sure, it meets the original goal of \$7 billion set by the President in January, 1942. But original goals quickly become obsolete

in our expanding total war effort. At the time the \$7 billion goal was set, expected war expenditures during fiscal 1943 were \$56 billion. Two budget revisions have added \$22 billion to bring the figure to \$78 billion. Taking into account non-war governmental outlays, total expenditures for the fiscal year 1943 will be \$85 billion. Of this amount more than \$60 billion will have to be borrowed.

If we travel complacently along at the pace set in the 1942 Act, we shall be placing far too much reliance on borrowing to raise war funds. The Treasury, seeing the clouds of inflation gathering on the horizon, twice proposed an expansion of the 1942 revenue program. In May the Secretary proposed a lowering of personal income tax exemptions to raise an additional billion dollars. In September he submitted a spendings tax program totalling more than \$6 billion, thus raising the proposed yield of the 1942 Act to about \$15 billion. The curtailment of consumer spending was a major aim of this program.

The outlines of the urgent problem of inflation have become clearer and clearer in recent months. The dimensions of that problem are evident partly in the ominous 17 per cent rise in the cost of living that has taken place during the past two years. But the explosive element in the situation is the idle money burning holes in people's pockets. Spending power has been increasing by leaps and bounds. Two years ago, in 1940, people had \$74 billion left to spend or

save after they paid all of their personal taxes. Next year, even after paying the greatly increased war taxes, they will have left a total of \$110 billion, an increase of \$36 billion. But at most, only \$70 billion worth of goods and services at present prices will be available to consumers in 1943. The difference between \$110 billion and \$70 billion—that is, \$40 billion—is the excess we must absorb by more savings and more taxes. Even if people save \$25 billion of that amount, as the most optimistic estimates indicate, there will still be left \$15 billion of spending power in excess of the goods available. This is the 1943 inflationary threat. If this \$15 billion is poured into the market by consumers, the resulting deluge will undermine our price ceilings. Our only alternative to inflation is the reduction or control of this excessive purchasing power.

Thus far, I have spoken of the costs of war and the problem of inflation in *monetary* terms. But these are merely symbols for the underlying real terms. I am sure all of you have been aware of those real terms. On one hand, you see more and more lines of goods becoming unavailable. On the other, you see stores filled with customers competing for a shrinking supply of goods. That picture is produced by the hard economic facts of war. When a nation devotes more than half of its national manpower and resources to the production of war goods, many of the goods and services to which it was accustomed in peacetime remain unproduced. Production of the comforts of life gives way—as it should—to production of the implements of war.

For a time, bulging inventories can hide that fact. Stores continue to supply goods out of ample stocks. But the fact is already showing through the protective covering of inventories at dozens of places. Bare spots in store shelves are becoming commonplace, and plants which are turning their facilities to war work are refusing orders for replacements. The reduction in supply of consumer goods and services, together with harder work and the exhaustion of capital, are the price consumers have to pay to win the war. These are the inescapable economic costs of war.

There is some tendency to associate this cost with Congress and the Treasury Department, and to feel that if only there were more tractable people in Washington, we could somehow avoid payment of the economic cost of war.

This view overlooks two things. One is that the authors of our war costs are in Tokyo and Berlin—Washington is merely a distributing center for that cost. The other is that the method of *distributing* the cost has little relation to the *total* cost we have to bear. That total would not be changed if we cancelled all taxes tomorrow. Nor would the total be shifted to the future if we borrowed the money instead of raising it by taxes.

When you extend credit to your customers, you enable them to get goods now and pay for them in the future. You may wonder why the country, as a whole, does not do the same thing, that is, use *credit* to get goods now, but shift the *cost* to the future. The answer is that an individual can get a greater *share* of the total supply of goods by increasing his purchasing power through the use of credit, but the country as a whole cannot increase that *total* supply of goods merely by financial operations. If the United States chose to borrow from abroad, and if foreign countries were in a position to lend—not currency, but goods and materials—the real costs could in part be shifted to the future. That is, we would get added goods now from foreign countries, and future generations would have to give up goods to pay off the debt. But that avenue is not open to us. Borrowing will not transfer goods and services from the future to the present.

Since we cannot escape the costs of war, our chief concern must be with distributing them fairly. The path of least resistance is to let inflation do the job for us. Let the great torrent of purchasing power rush to market, and the devil take the hindmost. In this process

(Continued on page 22)

### Your New Income Tax

Income for 1942	Single, No Dependents	Married, No Dependents	Married, One Dependent	Married, Two Dependents
\$1,200	\$126			
\$1,400	\$163	\$ 30		
\$1,600	\$199	\$ 66	\$ 7	
\$1,800	\$236	\$103	\$ 37	
\$2,000	\$273	\$140	\$ 74	\$ 13
\$2,250	\$319	\$186	\$120	\$ 53
\$2,500	\$365	\$232	\$166	\$ 99
\$2,750	\$419	\$278	\$212	\$145
\$3,000	\$472	\$324	\$258	\$191
\$3,500	\$579	\$425	\$350	\$283
\$4,000	\$686	\$532	\$455	\$378

These figures do not include the 5 per cent Victory Tax deduction which starts this month. United States tax-saving notes, which bear approximately 2 per cent interest may be purchased in denominations of \$25 and up, and used only for income tax payment.

**AMERICAN LABOR GOES ALL OUT . . .**

# **A TRIBUTE TO LABOR**



*and its great role in helping  
to win the war*



"Today more than 24,000,000 workers are setting aside an average of 8 1/2% of their pay, so our soldiers and sailors and flyers can have the weapons they need. This is an achievement 'over here' that will give encouragement to our Allies and to our fighting men at battle stations all over the world." "Nation today, have contributed, not only to the speeding up of production but to the success of the War Savings effort as well."

THIS is an achievement over here that will give encouragement to our Allies and to our fighting men at battle stations all over the world." nation today, have contributed, not only to the speeding up of production but to the success of the War Savings effort as well."



"I like to feel that the new relationship between labor and management, which has been shown so magnificently in this War Savings campaign, is helping to build the post-war world right here and now. I like to feel that it is setting the pattern for the post-war years—a pattern of labor and management working side by side for their own good and their country's good."



"The bonds that are bought today represent new homes, new comforts, new horizons for the common man. They will help to give body and substance to the ideal of Freedom From Want in thousands of American communities and in millions of American homes."

From Secretary Morgenthau's Speech,  
*Winston-Salem, North Carolina*



# TO WIN THE WAR AND THE PEACE

# Labor Notes

## Labor-Management Committees Increase War Production

(The following discussion of labor-management committees was prepared by Freedom House's labor editor, John Chamberlain.)

When the idea of labor-management committees in war production factories was first suggested by Donald Nelson and Walter Reuther, among others, a lot of people on both sides of the fence shook their skeptical heads. Factory foremen argued that the result would be hours of time-wasting debate, with nothing much to show for it in the way of constructive plans. Hard-shelled union officials feared a recrudescence of "company unionism" in a new, war-fostered "get-together" atmosphere. But each side reckoned without the vital integrative factor provided by the common objective of "win the war." When an objective is really held in common, individuals can cooperate without giving psychological hostages.

Labor-management committees have now been functioning for about a year. There are approximately 1,750 of them covering some 3,300,000 war workers. Have they served appreciably to increase production? No answer can be given in absolute terms, but during the period of their existence, production in the war factories has increased some 400 per cent. Days lost in strikes recently fell to an all-time low of five one-hundredths of one per cent, according to the October records of the Office of War Information. Even without labor-management committees the war production record since Pearl Harbor would probably have been remarkable; there is nothing to compare with the American industrial machine when it swings into action. But the suggestions emanating from labor-management conferences have been far from negligible, according to the consensus of reports from the working front.

Wendell Lund, director of WPB's Labor Production Division, is particularly enthusiastic about worker-employer joint councils. "They have now proved their worth many times

over in increasing efficiency, harnessing the interest of workers on the job, preventing accidents, and reducing absenteeism," he recently told a group of Detroit automobile executives. Moreover, the *esprit de corps* developed by the labor-management committees has done much to stop the drift of labor from one factory to another. Without them, the manpower muddle inherited by Paul V. McNutt would have been more chaotic than it is.

The labor-management committee idea is not limited by regions or by past tradition. In steel, where a good deal of the basic know-how has been developed over the years by the workers themselves, there are 211 committees representing 455,000 employees. In ship-building, where mass production methods have only recently been pioneered by executives of the stripe of Henry J. Kaiser and by companies such as the Sun Shipbuilding and Drydock of Chester, Pa., which has had the benefit of Sun Oil's experience in welding oil refinery equipment, there are 86 committees covering 561,000 workers. Guns and ordnance, a new industry in America, have 290 committees representing 553,000 workers; aircraft and aircraft parts have 84 committees talking for 291,000 men.

### Ingenuity Product of No Special Group

Since conditions vary from industry to industry, region to region and plant to plant, it would be impossible to lay down a universal law governing production increases. In Aliquippa, Pa., the steel rate may go up because of the bright idea of an individual worker. At the Bath Iron Works up on Maine's Kennebec River, the time spent in building a destroyer may be cut because of a simplification of design effected in the marine architect's office of Gibbs and Cox in New York City. In Michigan, backtracking on a mass production line may be eliminated by a bright manager—or a bright member of the United Automobile Workers Union. Ingenuity knows no class lines.

But sample testing does go to prove the productive worth of the labor-management idea in terms that can be expressed mathematically. A survey of the die-casting industry shows that there are labor-management committees in plants having 23 per cent of the industry's capacity. These plants are producing 38 per cent of the industry's current output. Surely this demonstrates a connection between productive prog-

ress and labor-management committee cooperation.

Polling of opinion offers a corroborative check. Recently *Mill and Factory*, a trade publication, polled 88 employers on the subject of labor-management production committees. Seventy-four per cent of the employers said that labor had "used these meetings in a sincere effort to increase production;" 5 per cent said it was "too early to tell," and 21 per cent said that labor had not done its part in committee sessions. The magazine *Business Week*, making its own special survey of employee relations, has reported to industrial executives that the joint labor-management committees are here to stay.

### Labor Bureau Publishes Statistics on Cooperatives

The US Bureau of Labor Statistics, in its first survey of the consumer cooperatives in the U.S. since 1936, reported that the volume of business of the cooperatives was almost 90 per cent greater than it was when its survey was taken five years ago.

The study, summarized in the November issue of the *Monthly Labor Review*, reports on the business both in goods and services of cooperatives devoted to distribution of consumer goods. The statistics below do not include the distribution of farm supplies for productive purposes.

The nearly 4,500 primary distributive and service associations had an estimated paid up membership of over 1,427,000 in addition to partly paid members numbering nearly 146,000. Thus over one and a half million persons were full-fledged, or on their way to be, members of consumers' cooperatives at the end of 1941, the Bureau of Labor Statistics reports. "With a retail distributive business of over \$345,000,000 and a service business of nearly \$11,000,000, these local consumer cooperatives accounted for a total of over \$365,000,000 in consumer goods and services during the year. In addition the 54 distributive and service federations had a total business aggregating almost \$105,000,000; of this \$100,760,000 was the wholesale distributive business, \$2,243,000 was service. The remainder represented retail and other businesses."

Dramatic growth in co-ops is revealed by comparing the present survey with that published in 1937 covering the operations of consumer cooperatives in 1936. Membership in stores and buying clubs jumped from 330,000 members to 543,000 in 1941. Business of these co-op stores and buying clubs jumped from \$107,250,-

000 in 1936 to \$160,000,000 in 1941. Membership in petroleum cooperatives jumped from 325,000 members in 1936 to 645,000 in 1941. Business of gas and oil co-ops jumped from \$69,985,000 to \$179,000,000 for 1941. This was an increase of over \$100,000,000 in the 5-year period and more than double the volume of five years ago.

Other striking gains in membership and business were indicated in the following fields: Co-op electric associations increased from 82,500 members in 1936 to 1,205,000 members in 1941, with operating revenue of \$33,410,000 on co-op owned and operated rural electric lines. Credit unions, which are not included in the over-all statistics given above, jumped in membership from 1,210,000 in 1936 to 3,532,000 in 1941. The amount of loans made during the respective years jumped from \$112,135,000 in 1936 to \$362,779,000 in 1941. Cooperative wholesale associations increased their business from \$43,328,000 in 1936 to \$104,000,000 in 1941, again more than doubling the volume in five years. The net earnings of these wholesales was \$4,750,000 in 1941.

Production by the co-op wholesales and inter-regional associations amounted to \$14,209,000 in 1941. A very interesting feature of this report was that the net earnings of these co-op factories, mills and refineries totaled \$937,000 in 1941. The percentage of earnings in the productive phase of the consumer cooperative movement was far greater in proportion than in either the wholesale or retail field, indicating a very important course of expansion for the cooperative movement.

### AMA Says Use Less Sugar for Candy, Pop

*Bread & Butter* (12/12/42) says that according to a report of the American Medical Association's Council on Foods and Nutrition, sugar rationing is really a benefit to health, and "The present restrictions . . . will help improve the nutritive quality of American diets." The trouble with excess sugar is that proper sugar digestion requires an adequate supply of thiamine (vitamin B<sub>1</sub>). Sugar-eating between meals, as for instance candy and soft drinks, says the AMA, "impairs the appetite for food at meals."

The AMA group urges that steps be taken "to control the advertising of products like candy and soft drinks, which tend to be used excessively by many persons to the detriment of health." It also approves the idea of prohibiting the sale of



President Roosevelt is shown here with the workers given special awards for improving production. Left to right: Gerbert R. James, McKeesport, Pa.; George Smolarek, Detroit, Michigan; Walter P. Hill, Detroit, Michigan; William G. Marshall, Director of War Production Drive; Edwin Lurtiss Tracy, Camden, N. J.; Clinton R. Hanna; Stanley Crawford, Camden, N. J.; Joseph H. Kautsky, Indianapolis, Ind.; Daniel W. Nallett, Rockford, Illinois; Donald M. Nelson, chairman of the War Production Board; Madison E. Butler, Rochester, N. Y. (OWI Photograph.)

candy and soft drinks in a zone around school buildings because of the disproportionate amount of these items which are consumed by children.

Elementary teachers might use this information in developing projects with their students.

### 'Guide' Features Rationing Articles

From the December, 1942, issue of *Consumer's Guide* (Government Printing Office, 50 cents a year), come three articles, especially timely for all teachers who need simple materials that will interpret the changes which war is bringing into our daily living habits: "Sweden Rations Food," "Sure We'll Share—We'll Get Along," and "Britain Punishes Her Black Sheep." The *Guide*, published by the Consumers' Counsel of the Department of Agriculture, should be in every school library in America.

A special supplement to the *Guide* has been added, called *CG Newsletter*. The December issue of the supplement stresses the little-known fact that the government's Director of Economic Stabilization, who was appointed by the President in October, has been given full authority to get a firm grip on living costs and standards in wartime.

On November 13 the Director said, "... To guarantee our people at least their minimum essentials . . . has now become a fundamental feature of our policy of economic stabilization."

To back it up, the economic stabilizer issued these orders to the War Production Board: "... Undertake a vigorous program of simplification and standardization of production

and distribution, not merely to eliminate waste frills and wasteful practices, but wherever necessary and advantageous to concentrate on the production of relatively few types of goods of standardized quality, design, and price.

"... Undertake a study to determine what are our bed-rock minimum civilian needs consistent with the fullest war production."

"Both," he added, ".....(are) intended to be a positive program that will guarantee our people the basic living essentials that they must have at prices that they can pay."

In order to have a people's war, the people need to understand the operation of the instruments they create, and they should see that the enunciated policies are carried through.

### How Long They Work

According to *Labor's Monthly Survey*, official publication of the American Federation of Labor, the following table presents the number of hours per week actually worked in war industries in September, 1942:

Instruments, fire control equipment	51.0
Machine tools	50.9
Textile machinery	49.4
Firearms	49.0
Aircraft engines	47.9
Machine shop products	47.7
Engines—marine, auto	47.7
Locomotives	47.7
Aircraft and parts	47.3
Cash registers	47.0
Shipbuilding	46.8
Automobiles	46.7
Electrical machinery	46.0
Explosives	45.9

## Books and New Films

**TEACHING CONSUMER COOPERATION,**  
by C. Maurice Wieting. *New York: Harper.*  
\$2.00.

A text book on the teaching of cooperation is timely for several reasons, as may be adduced from a perusal of the one under consideration here, C. Maurice Wieting's *Teaching Consumer Cooperation*, presumably the first in its field. The cooperative movement is a growing one in this country. Numerous governmental, social and educational agencies have taken cognizance of the fact. One state, Wisconsin, *requires* the teaching of cooperation in the public schools; two other states, North Dakota and Minnesota, have legislation which concerns the study of cooperatives and cooperation.

Inasmuch as the National Education Association has pointed the way by the formation of a committee on cooperation, which reports annually, and the Educational Policies Commission of the NEA advocates more consumer education in the schools, it is to be expected that the subject will assume greater importance in the curriculum.

In a chapter which evaluates the movement, the author

points out the facts that organized labor, while not as actively connected with the movement as in England, has endorsed the principles of cooperation, and that the church has strongly supported consumers' cooperation. These and similar endorsements should increase interest in the subject. The only jarring note apparently comes from the United States Chamber of Commerce, which, the author believes, gives the impression that consumers' cooperation will bear watching (page 78).

The relation between cooperation and the democratic processes, however, as shown by the author in his study of the beginnings of the movement at Rochdale, and in his account of its application in Canada, China, and the Scandinavian countries (to name a few) seems to suggest the most fundamental reason for its inclusion in the curriculum of the schools.

Problems dealt with in this text include whether or not the subject should be required by law, and whether it should be taught as a separate unit or incorporated into the curriculum in other ways. Supporting the latter procedure, the author lists the following objections to the separate unit (page 143):

1. Adding a separate course on consumers' cooperatives would over-crowd a curriculum which already has too many separate subjects. The suggestion that consumers' cooperatives be part of a separate class on consumer education is looked upon with disfavor by authorities in education.
2. Material is not now available for teaching a separate class for even one semester; and while textbooks could soon be written, have not yet been prepared.
3. It would be difficult to find teachers qualified to give this instruction.
4. There would be tremendous opposition from those who did not believe in the cooperative movement. There is the possibility of a charge that the school would be propagandizing for the cooperative movement.

Part I of the book gives the philosophy and history of the movement; chapter I defines cooperation successfully and clearly and states concisely its basic principles.

Part II relates consumers' cooperation to the schools, showing how widely the subject is taught in the United States, how it is handled in various types of schools, and furnishing seven suggested units for the course of study (chapter VII). These units fit, variously, into social studies, economics, commercial mathematics, science, home economics and agricultural classes.

HAZEL MURRAY

### To Help You Teach About

## CO-OPS

### New Films on Cooperatives adapted for classroom use

**HERE IS TOMORROW**, 3 reel, 16 & 35mm sound. Dramatized documentary portraying development and scope of co-ops in America. \$4.50 per showing, \$13.50 per week.

**CONSUMERS SERVE THEMSELVES**, 1 reel, 16mm, sound and silent. Film shows testing kitchen of Eastern Cooperative Wholesale and tells how consumers can provide themselves with tested, quality products. \$3.00 per day, \$9.00 per week, sound. \$2.00 per day, \$6.00 per week, silent.

**PLANNING FOR A SANER WORLD**, 2 reels, 16mm, sound. A newsreel of the 13th Biennial Congress of The Cooperative League of the USA held in Minneapolis, September 1942. \$3.00 per showing, \$9.00 per week.

**LET'S COOPERATE**, 2½ reels, 16mm, silent, color. The story of the cooperative store operated by the students in the Pine Mountain Settlement School in Harlan County, Ky. \$6.00 per showing, \$18.00 per week.

Send for free booklet for complete list of films on cooperatives.

#### FILMS AVAILABLE THROUGH

**The Cooperative League of the USA**  
167 West 12th Street New York City

### NEW TEACHING AIDS

Teachers in schools whose shrinking funds make less possible the purchase of books, might well investigate the American Lending Library, College Point, New York, which sells its used books at prices from 29 cents up. Write for a catalog.

Helpful to teachers in making a cost-of-living study would be two pamphlets published by the United States Department of Labor (free): "What is the Cost-of-Living Index?" and "Cost-of-Living in 1941." A 33 page mimeographed document, which brings together research materials on this subject is an issue of *Schools and*



**MEN AND THE SEA—OWI film**  
on life in the U. S. Navy

*Current Economic Trends*, prepared by the Research Division, 1201 16th Street, N. W., Washington, D. C., entitled "Why Teachers' Salaries Should Be Raised," released on October 15, 1942.

The Office of Civilian Defense has a pamphlet which would be helpful to locals working on the nursery school problem. It is entitled "Volunteers in Child Care." The Association for Childhood Education, 1201 16th Street, Washington, D. C., has a very fine overall view of the nursery school problem in the December issue of its official publication, *Childhood Education*. The Bureau of Pub-



**HOME ON THE RANGE—the**  
story of "Beef to Win the War"

lic Administration of the University of California has made available for 25 cents a bibliography of materials dealing with "Day Care of Children of Working Mothers."

The Public Affairs Committee has just published: "How to Win on the Home Front," and "After the War" (10 cents). The National Planning Association, 800 21st Street, N. W., Washington, has just released a new pamphlet, "Regional Resource Development." Those teachers interested in postwar planning ought to write for a complete catalog of this Association's materials.

The Labor Division of the War Production Board has prepared a very attractive 16 page pamphlet called "Manpower, one-tenth of a nation," dealing with problems of discrimination against minority groups in defense industries. It is very good for the use of classroom teachers in high schools.

The following new 16 mm sound films, made by the U.S. government, are designed so that the American people will better understand the progress of the war. They include five pictures showing war production in factories and on the farms—"Bomber," "Tanks," "Lake Carrier," "Democracy in Action," and "Home on the Range"; two pictures dealing with civilian responsibilities—"Safe-



**HENRY BROWNE, FARMER—**  
new sound film on the contribu-  
tion of the Negro farmer to the  
Food for Victory Program

guarding Military Information" and "Salvage;" two films concerning our armed forces—"Ring of Steel" and "Winning Your Wings;" one film, "Men and the Sea," showing the men who man our cargo ships; and "Western Front," portraying the heroic fight of China against Japanese aggression.

The National Film Board of Canada has just released a new picture called "The Battle for Oil," a study of how the various countries at war are supplying their armed forces with oil. These films may be obtained from local film distributors in the United States, and they might be featured in an open meeting of your AFT local.



**THE BATTLE FOR OIL—Cana-**  
dian film on the world struggle  
for oil

## To Win the War and the Peace Use Films

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which you desire information

### UNITED STATES FILMS

#### Films on War Production

- ☐ The Arm Behind the Army
- ☐ Bomber
- ☐ Lake Carrier
- ☐ Tanks
- ☐ Aluminum
- ☐ Building a Bomber
- ☐ Power for Defense
- ☐ Women in Defense

#### Food for Victory

- ☐ Home on the Range
- ☐ Democracy in Action
- ☐ Henry Browne, Farmer

#### Civilian Activities

- ☐ Campus on the March
- ☐ Manpower
- ☐ Safeguarding Military Information
- ☐ Salvage

#### Issues of the War

- ☐ The Arm behind the Army
  - ☐ Divide and Conquer
  - ☐ The Price of Victory
- The above films rent at a rate of 50c for the first film, 25c for additional films.

#### CANADA

- ☐ Battle for Oil
- ☐ Strategy of Metals
- ☐ Soldiers All
- ☐ Peoples of Canada
- ☐ Iceland on the Prairies (color)

#### MEXICO

- ☐ The Adventures of Chico
- ☐ The Wave

#### SOUTH AMERICA

- ☐ Americans All
- ☐ Our Neighbors Down the Road

#### IDEALS OF THE FIGHTING FRENCH

- ☐ The Marseillaise—the story of the French Revolution

#### ENGLAND

- ☐ Target for Tonight
- ☐ Learning to Live
- ☐ Health in War
- ☐ Five and Under

#### USSR

- ☐ The Soviet School Child
- ☐ 100,000,000 Women

#### POLAND

- ☐ Diary of a Polish Airman
- ☐ This Is Poland

#### CZECHOSLOVAKIA

- ☐ The Crisis
- ☐ Our Allies—the Czechs

#### CHINA

- ☐ Western Front
- ☐ The Four Hundred Million

#### POST-WAR RECONSTRUCTION

- ☐ The City
- ☐ Valley Town
- ☐ And So They Live
- ☐ The Plow that Broke the Plain
- ☐ One Tenth of Our Nation
- ☐ Machine—Master or Slave

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and community forums

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**The College Film Center**

84 E. Randolph Street, Chicago, Ill.

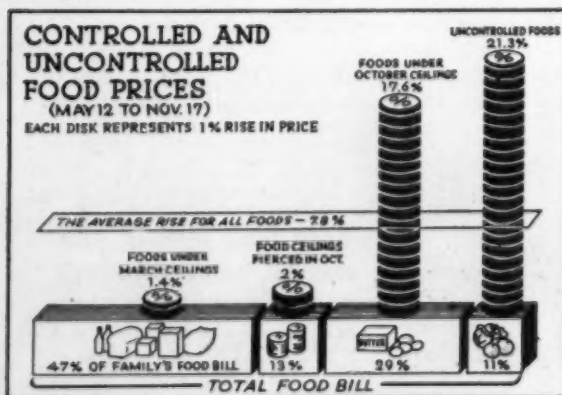
## Taxation and Spending

(Continued from page 15)

persons of small means, whose incomes do not keep up with rising prices, would be sacrificed. They would get a smaller and smaller share of the shrinking supply of goods and services, thus impairing not only morale but health and productive efficiency. I need not cite the other evils of inflation to establish the point that it would distribute the costs of war unjustly and haphazardly.

Much has already been done to meet the problem of inflation. The establishment of price ceilings resists the upward pressure of prices by pushing down on them from above. A full-fledged anti-inflation program calls also for measures designed to relieve the upward pressure itself, that is, to limit or reduce consumer spending power. Wage controls will do part of this job. But the lengthening of working hours, the fuller employment of men, and the enlargement of our labor supply by the attraction of more women into industry, will mean greater total wage payments even in the face of wage rate controls. Another measure to relieve upward pressure has been the control of credit under regulations issued by the Federal Reserve Board. By restricting the use of installment methods of payment and requiring regular payment of bills, those regulations reduce the opportunities of consumers to spend money they do not yet have.

But the most effective weapon in relieving the upward pressure on price is taxation. It strikes at the roots of inflation by impounding consumer spending power. The income tax and the spendings tax are the forms of taxation that can best handle the tough assignment of fighting inflation.



THIS CHART shows the difference in rise between the prices of controlled and uncontrolled foods.

The Revenue Act of 1942 levies on citizens of this country the heaviest income tax they have ever been asked to pay. No one would want to deny that the sudden and sharp increase in income taxes will cause some hardship, and much inconvenience, especially for the fixed-income groups. But that is not the same thing as saying that further use of the income tax is impracticable. We are still far from reaching the tax levels of Canada and Great Britain. For example, in the United States a married person without dependents who receives a \$5,000 net income will pay in the form of income taxes, including the Victory tax, less than a fifth of his income. In Canada, he would pay more than a fourth of his income, in Great Britain, almost a third. Or, to cite another example, a single person without dependents who receives a \$2,500 income will pay 18 per cent in the United States, 25 per cent in Canada, and 29 per cent in Great Britain.

In conversations with taxpayers I find much concern expressed over the problem of payment of the large lump sums that the income tax now requires. Quarterly payments do not meet the budget needs of taxpayers who are accustomed to budgeting on a weekly or monthly basis. The Treasury has therefore recommended the establishment of machinery for the collection at source of the regular net income tax. Under such a plan part of the income tax would be deducted currently from pay envelopes and dividend checks. A small start in this direction is being made under the Victory tax, which will be collected at source insofar as it applies to wages and salaries, but not dividends.

It is particularly appropriate that I discuss this subject with your group. The merchandising industry has long recognized that consumers can handle much larger obligations if they can pay them periodically than if they must pay them in a lump sum. You have therefore pioneered in the development of installment machinery to fit into weekly or monthly family budgets, and your pioneering has yielded vast and important results. Collection at the source is the installment principle applied to taxes.

Collection at source does much more than ease the problem of income tax payment. It contributes substantially to the control of inflation. Under our present method taxes on this year's income are not payable until next year. By that time the income might have been spent,

thereby augmenting inflationary pressure. The Ides of March are filled with ill omens. March 15 becomes a terrifying date, which involves postponement of other obligations, or borrowing, to discharge income tax obligations. But, by the use of collection-at-source, the income stream can be tapped as it flows into the hands of consumers before they have a chance to spend their income. Collection-at-source is the most effective way of diverting the flow of spending power away from consumer markets, where it will do the most harm, into government coffers where it will do the most good.

Collection-at-source has other advantages which I shall cite only briefly. By adapting tax collection to the needs of the taxpayer, it cuts delinquency and evasion, thus protecting the Treasury. Moreover, it keeps the taxpayer out of debt to the government; to the extent that his taxes are collected at source, the taxpayer is on a truly current basis. And, finally, collection-at-source makes the income tax a much more flexible and responsive fiscal instrument because it permits Congress to put new rates and exemptions into effect at any time.

Providing a means of current installment payment through collection-at-source will greatly facilitate further use of the income tax. But as we broaden and deepen the income tax, a point will eventually be reached where the tax will work hardship on certain classes of taxpayers. Many taxpayers have obligated themselves to devote large parts of their income to repayment of debts, payments on life insurance and mortgages, and maintenance of other savings programs. To recognize these obligations, and at the same time to serve the changed functions of taxation for war, it will be necessary to alter our methods of taxation. Although we can, and indeed *must*, continue to increase our reliance on the income tax, the time is not far distant when we shall have to supplement it with other tax measures. It is in the *progressive and equitable* spendings tax, and not in the *regressive and inequitable* sales tax, that we can find the solution to our war tax problems.

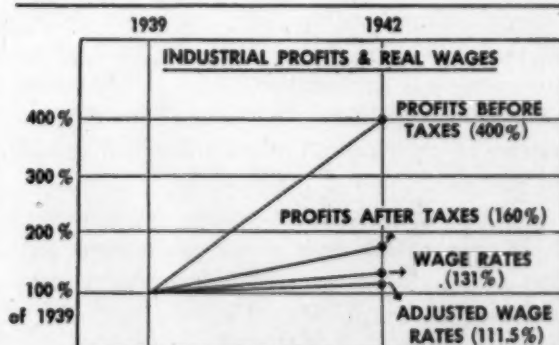
You are well acquainted, I am sure, with the position of the Treasury on the sales tax. We have objected to it because it does nearly as bad a job of distributing the real current costs of war as inflation itself. It is entirely insensitive to differences in tax-paying ability. It places the economic cost of the war on those

least able to bear that cost, and fails to recognize that many are living at levels so low that further reduction would impair both their morale and their productive efficiency.

Moreover, the sales tax is too crude an instrument to do an effective job in controlling inflation. It is not sensitive to differences in spending capacity. Every person pays the same tax rate whether he contributes one dollar or a million dollars to the stream of inflationary spending power. And the sales tax is deficient in a way not ordinarily visualized, namely, in the volume of revenue it would produce, in the extent to which it would cut inflationary spendings. In order to raise only 5 billion, a sales tax of 11 per cent would be required if food were included in the tax base, and a tax of 17 per cent if food were exempted. The sales tax is too feeble a weapon to cope with the inflation problem facing us.

In fact, sales taxes would complicate the problem of price control. A manufacturers tax or wholesalers tax—probably the easiest types to administer—would ruin our price ceilings. My present audience will find it easy to imagine how difficult it would be to adjust all retail price schedules for taxes imposed several stages back along the line. Even a retail sales tax, in addition to its problems of collection and accounting for the retailer, would to some extent affect price ceilings. And its administration would require a large force of highly skilled and scarce auditors and the use of machinery and equipment that cannot be spared at this time.

The sales tax is an unfair, inadequate, and complicated tax. Every consideration of equity and convenience is against the adoption of the tax.



Copyright 1942 Field Publications. Many charts on wages, profits and farm income are misleading. Total wage income in the United States has increased because of unemployed workers going back to work and because of a longer work week. The average wage in war industries is still approximately \$40 per week. Many times, comparisons are made between profits AFTER payment of taxes and wages BEFORE taxes are deducted. The above chart is based on OPA and Commerce Department figures.



"Pop, this chart will show you the rise in basic commodity prices during the past three months—could I have my allowance raised to 35 cents?"

To meet the current fiscal problem squarely and simply, the Treasury has recommended the spendings tax. This tax employs the basic instruments—progressive rates and exemption varied according to family status—which have made the income tax our best tax. By applying these instruments to a base determined by consumer spendings, it goes beyond the income tax in meeting the objectives of wartime taxation.

The driving force behind inflation is not so much that people's incomes are too large, as that they save too little. The problem is intensified when people supplement their income by borrowing or drawing on past savings. In a word, inflation arises because people spend too much.

The income tax, as we have used it thus far, removes inflationary pressure chiefly by reducing the amount of income that can be used to purchase goods and services. It does not necessarily discourage individuals from borrowing or drawing on their capital to maintain their standard of consumption at pre-war levels. Nor does it provide any special inducement for individuals to save rather than spend the income left after taxes. What we clearly need as a reinforcement of the individual income tax, which emphasizes *income received* for participation in the war effort, is a progressive tax on *money spent* for consumers' goods and services.

The spendings tax is such a tax. It is based on the amount of money the individual spends. The spendings tax exempts persons whose stand-

ard of living is just sufficient to maintain working efficiency. It levies a moderate tax on persons who spend enough to live in moderate comfort. But it strikes heavily at those who maintain a high level of personal expenditure, and who thereby make unjustifiable demands on the reduced national supply of consumers' goods and services. In other words, the tax would be steeply progressive on all spendings above an exempt limit.

The spendings tax, unlike a sales tax, is selective in its impact. By granting exemptions and imposing progressive rates, it recognizes differences both in ability to pay and in capacity to spend. It forces substantial reductions in consumption by persons whose living standards can stand drastic reduction without at the same time putting a crushing burden on the persons whose living standards are low. Moreover, by putting a penalty on additional spending, it induces consumers to spend less and save more of the money at their disposal.

The tax serves the purpose of maintaining production by impounding the spendable income without at the same time reducing the incentive to maximum production effort. The taxpayer is given considerable latitude. He can spend if he is willing to pay the price in higher taxes, but he is strongly induced to postpone his spending until such time as goods once more become plentiful. The decision he makes will determine the size of the tax he has to pay. To a considerable extent, he is his own tax assessor.

You may wonder how a new tax like the spendings tax would be administered. I can confidently say that it will cause relatively little additional trouble to the taxpayer and will require little more administrative machinery. The taxpayer would fill out a combined income and spending tax return and would pay the two taxes together. His only additional job would be to fill out a few additional lines on the tax form. He would not have to keep track of the amounts he spent for different items of consumers' goods. The tax is based on total spendings, which would be arrived at indirectly by deducting from the total amount of available funds, the amounts devoted to purposes other than personal consumption.

I hope this brief discussion of the new and untried spendings tax has been sufficient to indicate both its simplicity and its special fitness to meet the problem of inflation.

## **Guild Conference Stresses Education's Wartime Role**

**2** NEW YORK, N. Y.—How the schools can combat the growing juvenile delinquency was discussed at the Teachers Guild Conference, "Education—the War and the Peace," which met at the Hotel Pennsylvania on December 5.

New York City's cut of more than \$3,000,000 in the educational budget and its further cuts in child welfare services were assailed by several speakers as contributing to the rise in delinquency. England's answer to the war emergency and rising delinquency was to increase the educational budget by 13 per cent, it was pointed out.

Commenting on Mayor LaGuardia's recent statement that the report that juvenile delinquency has increased is a "slur on the childhood of the city," Rebecca C. Simonson, president of the Guild, declared that it is time for the Mayor to be concerned about protecting and serving the children through adequate educational and recreational facilities rather than through "protecting their reputations."

Austin H. MacCormick, executive director of the Osborne Association and formerly Commissioner of Correction for the city, stated that the increase in juvenile delinquency which has taken place in New York City since we entered the war is doubly serious because of the fact that it comes at the end of a decade in which juvenile delinquency appeared to be steadily decreasing.

"The reduction in the funds and staffs of many of our most important child welfare services is dangerous and indefensible at this time," he said. "The Mayor is trying to lull us into a sense of security by saying juvenile delinquency has not increased."

Councilman Louis P. Goldberg said that every gymnasium, auditorium, playground, swimming pool and arts or sciences classroom should be available to young people of the city from nine in the morning until ten at night. "In 1943, faced with a possible juvenile delinquency problem of tremendous implications, our budget allows for only 30 supervised playgrounds for New York City's children as compared with three

hundred last year," he pointed out. "The budget for recreation has been cut more than 50 per cent as compared with last year, and 37 evening schools have been closed. School houses are darkened and playgrounds are closed, but the dance halls, the poolrooms and the cellar clubs are ablaze with light and provide the dubious attraction for the evening."

"When we propose these essential remedial measures," he continued, "we are met with the cry 'where is the money to come from?' At the same time, the city prepares a program of post-war planning and sets aside 21 million dollars not for the post-war construction, but only for the preparation of the plans. Neglecting our present welfare to plan for the future seems to me like the case of the man who starved himself to death to insure a handsome funeral."

Speaking of the need to increase state and municipal, as well as federal, aid to education, Selma M. Borchart, legislative representative of

the American Federation of Teachers, said, "In New York and other places where political opportunists talk colorfully of the need of educational progress, and then act to destroy every possible means to effect that reform, teachers with the help of the other members of the bona fide trade union movement will have to carry that fight to the polls."

Rt. Rev. Monsignor John A. Ryan, National Catholic Welfare Conference, spoke on "A Positive, Constructive Liberalism for Teachers in the Labor Movement."

"It is not necessary to remind the Teachers Guild," he said, "that they should continue their active and vigilant opposition to communism. To organized labor, as well as to all other groups of Americans, Communism has nothing to offer except strife, false promises and futility."

He called on teachers and all other friends of human liberalism to protect the National Labor Relations Act, which he characterized as "by far the most beneficent labor law ever enacted in the United States." The Smith Bill, which would have destroyed or substantially weakened the Act, passed the House of Representatives by a large majority a few months ago, he reminded. He predicted that in all probability it, or something very like it, will be offered again in the congress which assembles at the beginning of 1943.

MURRAY A. GOLDBERG

## **Labor-Management Committees Needed by Schools**

Just as the 1,700 union-management committees in industry are playing an important role in quadrupling production by intelligent cooperation, so in the school there should be more cooperation and participation between the teaching personnel and those entrusted with responsibilities of supervision and administration of the school system.

Every parent, and particularly those organized in the trade unions (which bodies have played a big role in creating our public school system), should be alert to prevent unwise and shortsighted reductions in the teaching staff. A farmer would be foolish to eat his seed corn, and it is false economy to reduce the quantity and lower the quality of our educational services.

Even in New York City, where we are proud of the general high standards maintained, we have not yet attained the ideal smaller class of 25 pupils, to give the good teacher a real chance to study the needs of her pupils. Many of our citizens do not know about the extra duties and responsibilities shouldered by teachers in civilian defense, in registration for rationing, and so forth.

The wartime morale of the teacher and the school would be improved if the teaching personnel were given more representative participation in the school activities; if the freedom from fear of dismissal by budget cuts were eliminated; and if closer relationships were established between teachers and the community.

MARK STARR, at the Teachers Guild Conference



**SPEAKERS' TABLE** at Guild Conference, Hotel Pennsylvania, New York City. Left to right: Betty Hawley Donnelly, AFT leader in Vocational Education; Dr. Jacob Greenberg, associate superintendent, Board of Education; Johanna Lindlof, member, Board of Education; Dr. Abraham Lefkowitz, legislative representative, Teachers Guild; Selma Borchardt, legislative representative and national vice-president of AFT; Rt. Rev. Msgr. John A. Ryan, National Catholic Welfare Conference; Rebecca C. Simonson, president, Guild; Louis P. Goldberg, New York City Council.

## Kansas City Sponsors Booth at State Meeting

**691** KANSAS CITY, MO.—Officers and members of the Local maintained a booth at the Missouri State Teachers Association Convention, December 3 to 5. Those who participated answered questions, distributed literature and visited with their friends. According to Maude Mueller, publicity chairman, considerable interest in AFT was shown by other teachers not heretofore known to be interested in the Union.

The night before the Convention met, members of the Union set up the furniture. They were furnished with a display table. Members provided card tables, chairs and a rug for the floor, thus enabling the Local to keep expenses at a minimum.

The national office sent two hundred copies of pamphlets and brochures which were distributed at the Convention. A register was kept, and names of persons who signified that they were interested in the Union were received.

The St. Joseph, Mo. Local sent a large poster to be displayed. It was a drawing of a big thermometer, on which the mercury had risen to show a gain of 500 per cent in membership in one year. A poster giving greetings from the Saint Louis County, Mo. AFT was also featured.

During the Convention session, a tea was given for Union members, their friends and other interested

persons. The Kansas City Federation acted as host. At the tea, members of the locals of the state met for a social hour and discussed the work of the locals.

The legislative program for the Kansas City Local for 1943 includes the problems of tenure, retirement and revision of the 1931 school law. Local problems to be stressed are crowded classes, contractual rights, single salary schedule, higher salary schedule and teacher participation in policy-making.

The War Effort Committee of 691 canvassed the teachers in many buildings to secure donors for the Red Cross blood bank, and secured much cooperation.

\* \* \*

**4** GARY, IND.—At a general meeting of the Local, a request was made that members be responsible for decorating the window of the Union office and putting in displays. A prompt and effective response was given. During National Book Week, Mary Alice O'Neil, librarian at Horace Mann, provided a display of books with bright covers and interesting titles.

Gary schools are emphasizing: (1) the guidance of youth into critical services and occupations; (2) wartime citizenship training to insure better understanding; (3) physical fitness; (4) voluntary military drill for selected boys; (5) competitions

in science and mathematics; (6) pre-flight training in aeronautics for those preparing for air-service; (7) pre-induction training for critical occupations, and (8) community service, including training for essential civilian activities.

One hundred forty teachers, representing the Teachers Unions of Lake County, Ind., attended a luncheon at the Lake Hotel, October 23. Warren Creel, executive secretary of the Duluth Teachers Union, addressed the meeting.

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**250** TOLEDO, O.—The Local has been successful, through its professional standards committee, in securing a resolution from the Board of Education, which protects the status of teachers in war service. These teachers, whether men or women, and whether volunteers or selectees, are granted indefinite leaves of absence, if on continuing contract. If on limited contract, they are granted leaves of absence for the duration of the contract. After expiration of leaves, they are to be given first consideration for vacancies in their field of qualification, existing at the time of their return. All teachers returning from military service must file a health examination report before being assigned to duty.

### Reprint of Starr's Article Available

A limited number of reprints of an article, "Teach the Truth about Unions," by Mark Starr, educational director of the International Ladies Garment Workers Union, are available for AFT members. The article was read at the national social studies meeting in Indianapolis last year, and was reprinted in the *Harvard Educational Review* for October. Teachers desiring copies should write to Mr. Starr at 3 West 16th Street, New York City.

## Cincinnati Teachers Granted \$8 per Month Bonus

**479** CINCINNATI, O.—Teachers and all other Board employees except those receiving more than \$5,000 annually received salary increases of eight dollars a month for November through June. This increase was approved by the War Labor Board. The increase came about as the result of the Board of Education's adoption of a recommendation by the Superintendent that the "unexpended balance" in the treasury at the end of the fiscal year be divided among the Board employees receiving less than \$5,000.

Contrary to previous elections in which the school operating levy bill barely passed, Cincinnati voters supported the 2.2 levy in November, 1942 by a vote of 86,854 to 42,894.

A Citizens Committee to Pass the School Tax Levy, composed of outstanding citizens and labor leaders of Cincinnati, was organized last fall. The AFT in August sent letters to every AFL and CIO Union in the city, explaining the school levy and asking if the AFT could send a speaker to a September or an October meeting. A large number of teachers from the Local were placed on the Speakers Bureau of the Citizens Committee and filled the labor engagements whenever possible. Some labor leaders who were willing to act as speakers for the levy, also participated. In October, the Local followed up its letters to unions with cards asking for formal endorsement of the school tax levy. This levy, incidentally, is the second lowest in the state, among the large cities, only Toledo having a lower one.

The salary schedule for the city has not been changed. The present schedule, adopted in 1937, is the single salary type ranging from \$1,200 to \$3,000. Yearly increments are given of \$150 on salaries up to \$2,300 and \$100 thereafter until the maximum is reached. The schools are financed in the following way: 50 per cent from the general property tax, 25 per cent from the state and 25 per cent from the school tax levy. One hundred six out of 113 cities in Ohio must levy a school tax to keep the schools going, since the constitutional amendment was adopted in 1933, making it impossible for the total tax rate to exceed 10 mills without a vote of the people.

**730** FLATHEAD COUNTY, MONT.—The Charter of the Local was installed at Whitefish, December 3, thus formally establishing the fourth Teachers Union Local in Montana. Other locals are at Butte, Anaconda and Missoula. Sameul R. Rivin of Missoula represented the Montana State Federation of Labor and acted as installing officer, reading the obligation to the assembled members and to the officers.

A general discussion was held of legislative matters of direct concern to teachers. Plans were made to continue the discussion at a special meeting in the near future when James D. Graham, president of the Montana State Federation of Labor, will be present.

Perry Melton, secretary of the Kalispell Central Labor Council, gave a short talk welcoming the new members to the circle of organized labor in Flathead County and giving assurance of full support to the teachers from the other unions.

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**581** INDIANAPOLIS, IND.—At the Indiana State Teachers Association in Indianapolis, October 22, Warren Creel, executive secretary of the Duluth AFT, told the Indiana teachers how administrative tyranny led to the formation of the Duluth Union.

The Classroom Teachers Association, having long felt the need for a study of administrative practices and techniques in the schools, has prepared a questionnaire to be filled out anonymously by the Indianapolis teachers. Questions are asked about the "building atmosphere," supplies and equipment, democratic procedure and teachers' meetings.

## Princeton AFT Works on Rents

**552** PRINCETON, N. J.—The chief problem of the Local during the past year has been the revival of a moribund organization through the transfusion of new blood. Although membership was last year quadrupled, largely by recruiting younger members of the faculty, the war effected such a rapid turnover in our personnel that the membership problem is still very much with us, though we are again making rapid forward strides.

The Union has been very active in local affairs, especially on the Princeton Fair Rents Committee and the Local Defense Council, but also in offering assistance to the university janitors in their successful drive for unionization, and in the attempt to organize the printers at the University Press, where we are glad to say conditions have greatly improved during the past year. In two connections the Union has struck blows at racial prejudice. One lay in the investigation of charges of anti-Negro discrimination in the local defense work. The second consisted in active public support of a drive begun by the undergraduates to urge that Negro students be admitted to Princeton University. At present the drive is continuing, still with our active support, and there is reasonable hope that it will succeed.

Among projects in the immediate offing, two may be mentioned. One is an investigation of living conditions among the lower strata of the faculty to determine how far the present salary scale is adequate to their needs. This will be conducted by means of a questionnaire, asking information about rents, real estate values, dependents, doctor bills, insurance, hospitalization, bank borrowing, clothing, fuel, food and entertainment expenses. It is hoped that an over-all picture of living conditions and expenses among the younger men may be assembled, and that a new understanding looking towards the amelioration of present conditions may be the result. The second project, and to our way of thinking, a very important one, aims to look into the problems of the function of this particular university (1) in war-time, (2) in the post-war demobilization period and (3) in the long period of reconstruction.

**600** DES MOINES, IA.—Early in September, the executive committee of the Union passed a resolution asking that Des Moines school authorities elect a War Activities Committee for the schools, and presented their suggestion to the Superintendent for consideration. The suggestion of a committee has not yet been acted upon, but many of the suggestions contained in the outline for the work of the committee were accepted, and the schools are now carrying them out through various agencies.

Some of the items suggested for the work of the War Activities Committee were: (1) Make needed plans for the schools' wartime work. (2) Consider needed changes in curricula. (3) Consider needed extensions of the Adult Education and Civilian Defense Program. (4) Establish and maintain nursery schools and child care centers for children of working parents. (5) Organize children for war activities, salvage campaigns, etc.

The four-page printed *News Bulletin* of the Union which was distributed to all teachers, said of this:

"There seemed little doubt that all of the things outlined above will have to be accomplished by some agency. A great deal can be said for having them done by an over-all responsible committee whose members are known to all teachers. This would afford a means for a definite well-considered plan and provide an opportunity for all interested teachers to participate in the planning."

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**495** LOWELL, MASS.—An open meeting for members of the Union and the public was held by the Teachers Union on November 9. Ray Fitzgerald, lawyer for the state department of education, analyzed rules and regulations regarding the department of education.

Early in the new year, the Union will serve a Sunday morning breakfast at the USO quarters.

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**441** BOSTON, MASS.—The *Greater Boston Teacher* featured in its December issue a "Program for Victory," stating that the aim of the Union is "to bring about changes in existing school policies which are obstacles to this objective."

For example, the Local supports the right of women teachers to marry. Nursery Schools and Training of Nursery School Teachers, Sick Leave for Teachers, Planning Board for Rationing with Teacher Participation, and Democracy vs. Fascism were other features.

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**200** SEATTLE, WASH.—The Local sponsored a dinner on December 10 which was open to all teachers in Seattle. Frank Messenger, United States administrator for Federal Social Security in that district, addressed the teachers on the subject of social security. L. D. Burrus, secretary-manager of the Washington State Retirement Fund, also spoke.

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**89** ATLANTA, GA.—In honor of the 37th year of organization of the Public School Teachers Association, the Local combined its annual Anniversary and Business and Education dinners this year. The dinner was held November 19 at the Atlanta Athletic Club. Outstanding business and civic leaders of Atlanta were guests of the Union.

## 'New Media' Committee Plans Year's Work

The education of the lay public to the problems and the importance of education and of teachers will be the principal activity of the Committee on Education by New Media this year, and radio will be the chief medium. The personnel of the committee is not yet complete as the chairman has discovered that many of those who served on the convention committee last summer are now engaged in war work. The chairman is preparing scripts in dramatic form, showing the loss to students in teacher guidance through increasing class size, the need for all teachers to be educated in labor history and problems, the necessity of educators studying the plans for peace and having a voice in such plans, the class room teacher in child guidance work, the loss to the community in juvenile delinquency when the schools are inadequately supported, and similar subjects. All of these scripts will be in dialogue form with use of music and sound effects. It is the contention of the committee that educational broadcasts must compete, not with university lectures or round tables, but with more popular radio programs, if the average citizen is to be reached.

Miss Long has sent in to the Chicago office a dramatic script on lynching and a copy of a broadcast recently given over WLOL in Minneapolis by Miss Mary McGough of St. Paul, national vice-president, with an introduction by the chairman. The subject of this broadcast is "Pupil-Teacher Welfare in a War Time Economy;" the dangers of false economies are emphasized. Miss McGough's points could well

be stated over any local station, as there are forces in almost every community seeking to cut appropriations for schools. The 15-minute period on WLOL was turned over to the chairman of the Committee on New Media (radio) and Local 59 by Mr. Roy Wier, who handles the AFL broadcasts for the Minneapolis Central Labor Union.

As a delegate from Local 59 to the first Minnesota Labor Institute, held at the University of Minnesota, the chairman of the radio committee sat in on a round table on "Labor's Voice in War and Peace," conducted by William E. Brennan. *The group was unanimous in the recommendation that means be provided to publicize labor's part and to meet propaganda with propaganda, and that magazines, RADIO, and motion pictures be utilized in quantity and quality equal to that of the opposition.* In addition to a number of delegates from labor unions, there were several delegates from the University Local of the AFT and two members of Local 28, St. Paul, Miss Letitia Henderson and Miss Mary McGough, national AFT vice-president.

The chairman of the Committee on Education through New Media, would be very glad to hear from any AFT members who write radio scripts, who have ideas for short motion pictures, transcriptions or similar projects, or who are in any way interested in the work of the committee. Address inquiries or suggestions to Madeline S. Long, 4241 Alden Drive, Minneapolis, Minnesota.

## Chicago Dedicates Service Flag

**1** CHICAGO, ILL.—The impact of the war now reaches almost every phase of Union activity in the Chicago Teachers Union as in all other organized groups in America. No living organization should receive that impact with mere passivity; and Local 1 is shaping its positive contributions to the war effort as well as sharing in the general services in which all citizens should participate, both as groups and individuals.

The picture accompanying this article is one tangible sign of the effect of the war upon us. The Annual Open House opened with a dedication of the Union service flag, representing the services of 158 of our Union members now in the armed services. John Fewkes, AFT president, presented the flag to Chicago president, Ira Turley, and the colors were presented by a corps from the Tilden High School ROTC. The 158 includes WAACs and WAVEs as well as members of the older active services. Maple leaves and assorted bars are worn by Col. Claire Davis and Col. Fred Swanson, both of Farragut High; by at least one major, Maj. Oscar Randall of DuSable; by a goodly list of lieutenants including a number of adjustment teachers assigned to personnel work in the army, and by ensigns in the navy. It is difficult to keep our list up to date, because promotions come so fast.

The Union sent each of our soldier members a box of candy as a Christmas reminder that we had not forgotten them.

Another active war service in which the Union has participated is the organization of blood donation groups for the Red Cross. The executive board of the Union and a number of large schools have already made group donations. The Chicago chapter of the Red Cross has thanked the Union for its activity.

By way of positive contributions, the Union is urging its members to continue participating in civilian defense activities, particularly at this time in the growing list of morale activities. For the information of our members, for their own protection and for the information of the public, so that our problem may be understood, the Union is instituting continued study and public statement on inflation. Also important is the impetus given to a real study on child labor in the war, given by the Union action November 20, when



**DEDICATING Union's Service Flag:** (left) Ira S. Turley, president, Local 1, and (right) National President John M. Fewkes. More than 158 members of the Chicago Teachers Union are serving in the armed forces.

steps were begun to call a conference on the whole manpower situation in Chicago with reference to the schools. An article by our own Florence Clark in the December *Chicago Union Teacher* gives the pertinent facts on this situation. On December 11, Thomas Wright of the Manpower Commission, long an AFT member, addressed the Union representatives on possible changes in Chicago schools to meet the manpower situation.

Looking even farther ahead, the December magazine carries an article on "Planning for Peace and Plenty" by Charles E. Merriam, of the National Resources Planning Board.

However, not all our current activities touch the war so obviously.

It might be argued that the three quarters of a million dollars now in our Credit Union is in response to the patriotic need of saving, not spending; but it is in part due to the steady increase of Union members who participate. Certainly our present request for 5½ per cent pay restoration and an increase for the elementary group is sharpened by the rising cost of living. But the Union's direct and forthright protest against the abrupt and unjustified transfer on December 9 of Butler Laughlin, able and respected principal of Lindblom High School, and an active Union leader, is a part of our own more or less private war, in behalf, however, of the same major issues now at stake on a global scale.

We are trying to hold up our end on all fronts! **MARY HERRICK**

### Three Locals Publish Organizing Bulletins

Three AFT locals have published interesting four page bulletins about the Union which might be of assistance to other locals wishing to do the same thing. Local 695, Omaha, Neb., has prepared a bulletin explaining the program of their Union. The pamphlet published by Local 400, Pittsburgh, Pa., stresses the achievements of the state AFT and of the Local, and gives the Local's program. That published by Local 3, Philadelphia, Pa., emphasizes the reasons for pay increases in that city. These pamphlets may be obtained by writing to the following persons: F. A. Huggenberger, 4720 North 36th Street, Omaha, Neb.; Raymond R. Reed, 2324 Freedom Avenue, Pittsburgh, Pa.; Harry Ferleger, 1803 Grange Avenue, Philadelphia, Pa.

**673** BELLEVILLE, ILL.—New officers were elected at the last meeting of the Union. They were: president, Charles Nichols; vice-president, Gene Duckworth; secretary, Myrtle Berghahn; treasurer, David Adamson. Various committees of the Local and committees newly-appointed by the Superintendent are busy trying to find ways and means of educating both children and parents to a greater war effort.

**662** CALUMET TWP., IND.—The Local reports a 200 per cent increase in membership, as the result of a membership drive last fall. All eligible teachers of the township were invited to a free dinner at the school cafeteria, and three members of Local 4, Gary, talked to the group. Gary speakers were Mildred Scott, Russell Adams and Willard Tormohlen. Now, more than 70 per cent of the classroom teachers in the township belong to the Union.

## Secretary-Treasurer's Page

### Censuring the Common Man

IT HAS BEEN SAID that this is the century of the common man. This declaration is by no means a *fait accompli* but merely a statement of an idealistic objective for a democratic society. In fact, there is graphic evidence of powerful forces at work today which may make the century of the common man a fleeting fantasy—a mirage on a barren desert—unless the common man marshals his full strength through organization and fights every inch of the way to attain the ascendancy of the common people. The unfair nationwide attack on labor in the press and on the radio is tending to make this an age of censuring the common man rather than the century of the common man. Many of the basic pillars of democracy built by organized labor over the years have been seriously shaken by the anti-labor blitzkrieg.

The philosophy of the American Federation of Labor, which represents more common men than any other organization in the nation, teaches that adequate public education is indispensable to government of the people, by the people and for the people. Yet the Permanent Education Committee of the AFL, alarmed by educational retrenchment throughout the nation, recently sent a warning to all affiliated unions calling attention to the crisis facing the public schools of the nation. Many schools are actually being closed; classes are seriously overcrowded; budgets are being slashed and teachers driven from the profession by adverse working conditions. As a fundamental step in building the social structure of the age of the common man, the shattered educational foundation needs immediate repair and strengthening. This program will necessitate state and federal funds for educating children as well as for providing better hogs and building highways.

Since the civilization of nations may be judged by the treatment of their children, it is reasonable to assume that the age of the common man will include the best possible program of child welfare. Yet as a matter of cold realism, child delinquency is increasing so rapidly in the United States as to jeopardize the democracy we are fighting to protect. In New York City the in-

crease in delinquency of children is estimated at 14 per cent. If the crime bill of the nation should increase in like proportion, the cost of the *increase alone* would be more than the total cost of education in the United States. The FBI reports that more persons of 18 years of age are being arrested than of any other age. If the dream of the century of the common man is to be realized it is imperative that the nation provide immediately the educational, social and recreational facilities which are the only effective means of coping with child delinquency and crime.

The century of the common man will also be an age in which little children will no longer be compelled to slave for a mere pittance in industrial sweatshops and the fields of agriculture. Yet industrial and agricultural leaders have seized upon the war emergency in an effort to relinquish child labor laws. Only recently the legislative forces of the AFT and the AFL succeeded in defeating several movements to transfer children from the schools to the factories and fields of the nation.

The real century of the common man will provide high social standards for working women and equal pay for equal work. Yet today when women workers are so essential to victory, employers are attempting to employ women at wages as much as 29 cents per hour less than the wages of men for the same work. If the standards for men in the age of the common man are to be maintained, the standards for women must be safeguarded.

It is assumed that the century of the common man will be an age of *safety* for the common man. Yet today deaths and accidents in industry have so hampered the war effort that time lost by strikes fades into insignificance as compared with time lost by accidents and deaths. Nearly twice as many men and women were killed in American industry in the first ten months of the war as were killed in the three years of blitzkrieg in England. The US Department of Labor indicates that 90 per cent of these lives could have been saved by modern safety measures.

Organized labor must constantly be alert to the fact that there is no royal road of rhetoric to the century of the common man. Unless working men form an impregnable phalanx to protect themselves against social serfdom imposed by the cartels of highly organized industry, the century of the common man will fail.

IRVIN R. KUENZLI

# President's Page

## Labor's Position

(Continued from page 11)

to set up buffer states, and to balance powers against each other.

6. The principle that must be basic in the peace is that "governments derive their just powers from the consent of the governed." The kind of government which other countries may choose may differ widely from the institutions of the United States just as the genius and the character of one nation may differ from another. The important thing is that all governments shall have the approval of the governed.
7. That there should be no type of aggression. The territorial security of all nations must be assured.
8. Machinery should be set up for the development of a world community of nations in order to provide opportunities for and assurance of peaceful change. There must be set up a world agency to decide policies in which all countries are concerned with definite provisions to make decisions effective, and there must be a world court.
9. The terms and agencies of peace must deal with the whole world and give ample consideration to situations likely to result in injustice and retardation in other countries. No one race or continent should be dominant.
10. The organized labor movement of America feels that the right to membership in free unions controlled by the membership is essential if the common man is to participate adequately in the world conferences and in agencies that are to set up the world democracy for which this war is being waged.
11. Every political, economic, and social institution must serve and protect the freedom and the welfare of human beings. The inalienable rights of free men are the ultimate end which civilization promotes.

So we find the American Federation of Labor and the government of the United States in very close accord on the objectives of post-war reconstruction. The practical suggestions that the labor movement can bring to the peace table will be invaluable in solving the problems.

A complete picture of American labor's position on post-war reconstruction must contain some emphasis on the major part which education must play. It is significant that those institutions which serve as the strongest pillars of democratic government are the first to be destroyed by the totalitarian dictators. The free church, the free school, the free labor movement and the free press are among the first to fall beneath the axe

of the barbarous Nazis and Japs. If the torch of freedom is to be rekindled in the conquered countries, and is to be relighted in the Axis nations themselves, education must be relied upon to strike the spark. This is a war of science, and a war of technical training, as well as a military battle. Just as sound minds and sound bodies have meant so much in the prosecution of the war; so also, the inculcation in the hearts of the youth of all nations of democratic ideals and of the loyalties fundamental to free men and free women is necessary in order to meet the challenge of totalitarian philosophy. The war of ideologies which Hitler started with his youth movement is just as dangerous as any blitz that the Nazi armed forces have carried out, and must be met with equal courage and practicality. The youth of today must be prepared for self-government. They must be taught the responsibilities and duties, as well as the privileges, of freedom and of citizenship within a democratic pattern of government. Education is the most fundamental and permanent responsibility of all nations and must be carried on with renewed vigor during the reconstruction period.

Free public schools must be opened throughout the nations and their scope and facilities greatly improved. Education is the key to liberty and it must be placed in the hands of every living child in order that he or she may grow to the fullest stature of manhood or womanhood that the cultivation of his natural talents and abilities will permit. No race has a monopoly upon genius and the greatness of a man's soul is not indicated by the degree of pigmentation in his skin. Who can tell from what race or nationality the greatest contributions toward the reconstruction of our world will come?

The United States of America is not foolish enough to plan on a speedy termination of this war. Our government and the military forces of our nation are making their plans as though the war might last forever and with the full determination to see it through to the bitter end. However, we do feel that we are justified in hoping that eventual and possibly speedy victory is in sight.

We pray that you, our fellow men, who are living under such horrible conditions in the occupied countries, will take new courage and that the terrible burdens which you are bearing will soon be lifted from your shoulders; that together we may all attempt to build a better world.

# Questions and Answers about Point Rationing

**To help teachers understand consumers' problems concerning the forthcoming program for point rationing of canned goods and other processed foods, which will begin in February, the American Teacher is publishing a series of questions and answers prepared by OPA.**

Q. When will actual rationing begin? A. As early in February as possible.

Q. Why is it necessary to suspend retail selling at all? A. There are several reasons. In the first place, of course, all food stores throughout the country must be given opportunity to prepare for the start of rationing. They must have time to build up supplies, to train clerks, to receive and post the official OPA list of point values, and familiarize themselves with those values; also, it will give the retailer time to take an inventory of his processed foods. Second, the public must be registered for Book Two, be notified of the actual point values and be given time to study them, and budget their points for the first ration period.

Q. How will the housewife know when point values are changed? A. The newspapers and radio will carry the announcements, and every food store will have an OPA poster showing the current point values of each particular product. A new poster will be issued when point values change.

Q. Will the point values be the same in all stores, or will they vary between high-price and low-price stores? A. The point values are the same in every store in the country, regardless of the price charged. The housewife, in buying a No. 2 can of tomatoes, will have to surrender the stamps for the same number of points regardless of whether the price is 12 cents or 15 cents, or whether the can is Grade A, B, or C, or any other grade designation such as "fancy," "choice," or "standard."

Q. How long will the first ration period last? A. That will depend very largely on the date when rationing begins. If it were possible to start on February 1, the first ration period very probably would take in the entire month of February. If, as now seems probable, rationing will begin on a later date, the first period may be an "odd" one covering either the remainder of February or possibly the remainder of February and the full month of March. Thereafter, however, rationing periods likely will correspond to the calendar months.

Q. What is going to be done about people who have excess supplies of these commodities on hand? A. Everyone applying for War Ration Book Two will be required to fill out and sign a "Consumer Declaration" form stating exactly the stocks of processed foods on hand. Book Two will have stamps removed for excess stocks and thus, in effect,

will compel the applicant to use up these stocks before buying any more. Heavy federal penalties can be applied to those making false declaration.

Q. Does this "declaration" mean that I will have to declare the fruits and vegetables I canned at home last fall? A. No. Nothing you have packed at home need be declared and no stamps will be deducted for these home supplies. It is expected, of course, that you will use your home canned goods instead of buying commercial products and thus help your government spread food supplies as widely as possible.

Q. There seem to be some questions about dried and dehydrated vegetables and things like dehydrated dog food. Are these covered by rationing? A. No. Only dried and dehydrated fruits—apples, peaches, and the like. Dry vegetables, like navy beans, split peas, and lentils, are not included.

Q. What about chicken soup, canned beef broth, turtle soup, and other soups made of meat or poultry stock containing few, if any, vegetables? A. All canned soups are rationed, no matter what their content. But not dehydrated soups.

Q. But why ration all canned soups? Why not only those made all or largely from vegetables? A. Because all canned soups are interchangeable. If we can't get one kind, we are likely to take another. If we ration only vegetable soups, a great demand would develop for meat and chicken soups, with the result that these would disappear from the shelves in a very short time.

Q. Why are not canned salmon and canned meat included in the present rationing program? A. Because ordinarily canned meats and fish are not used interchangeably with canned vegetables. The present program was intended primarily to cover processed *fruits and vegetables*.

Q. Will the housewife have to make an inventory of her canned goods by products—so many cans of peas, so many of beans, so many of cherries, and so on? A. No, she reports only the total number of cans that her household has on hand when rationing begins.

Q. Can the housewife use the ration books of all members of her family when she goes shopping? How about the maid who is furnished meals? A. Yes, she may take along each ration book issued to members of her household, just as she now is buying sugar or coffee with War Ration Book One.